DOCUMENT RESUME

ED 106 999 95 EC 072 441

AUTHOR	Fisher, Steven D.; And Others
TITLE	Post Secondary Programs for the Deaf: II. External View. Research Report No. 61.
INSTITUTION	Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
REPORT NO	332189
PUB DATE	Mar 74
GRANT	OEG-09-332189-4533(032)
NOTE	184p.; For related documents, see EC 072 440, EC 072 444, and EC 072 451
EDRS PRICE	MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS	Aurally Handicapped; *Counselors; *Deaf; *Employer Attitudes; Exceptional Child Education; Interviews; *Parents; Post Secondary Education; *Program Evaluation; Questionnaires; *Students; *Vocational Education

ABSTRACT

The second of six monographs on three postsecondary vocational technical programs for deaf students reports evaluations gleaned from deaf former students presently employed, their immediate supervisors, parents, and vocational rehabilitation counselors. Explained are methods and procedures used in interviews and questionnaires. Data from students concern vital statistics, job satisfaction, economic and employment status, aspirations, and views of their training and program. Information reported from interviews with immediate supervisors focuses on current occupational status of the employee, training, communications between supervisor and employee, employee productivity, the attitude of the supervisor, and the size and nature of the company. Replies from vocational rehabilitation counselors discuss referral procedures, training, and client communication. Also examined are data from parents on the occupational status of their son/daughter, their vocational or technical training, and their reactions to training. Interview and questionnaire responses are discussed and conclusions such as the following drawn: that there was a tendency to cluster in certain occupations such as general office practice and printing, and that most parents favored postsecondary programs for the hearing impaired within programs for students with normal hearing. Appendixes contain interview and questionnaire forms. (GW)

ED106999

RESEARCH REPORT #61

Project No. 332189
Grant No. OE-09-332189-4533 (032)

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POST-SECONDARY PROGRAMS FOR THE DEAF: II. External View

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March 1974

The research reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare to the Center of Research, Development and Demonstration in Education of Handicapped Children, Department of Psychoeducational Studies, University of Minnesota. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education and Welfare
U. S. Office of Education
Bureau of Education for the Handicapped

EC 072 441

RESEARCH, DEVELOPMENT AND DEMONSTRATION CENTER IN EDUCATION OF HANDICAPPED CHILDREN

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The University of Minnesota Research, Development and Demonstration Center in Education of Handicapped Children has been established to concentrate on intervention strategies and materials which develop and improve language and communication skills in young handicapped children.

The long term objective of the Center is to improve the language and communication abilities of handicapped children by means of identification of linguistically and potentially linguistically handicapped children, development and evaluation of intervention strategies with young handicapped children and dissemination of findings and products of benefit to young handicapped children.

Acknowledgments

The authors would like to thank the following people at each program who were especially helpful during the research conducted in 1973: Linda Donnels, Peter Wuescher, Douglas Wells, Michael Weldon and Roy Pierce, Delgado Junior College; Stanley Traxler, Alice Burch, Lucy Fridell, William Davis and Steven King, Seattle Community College; Robert Lauritsen, Irene Domonkos, Roger Reddan and John Bachman, St. Paul Technical Vocational Institute; along with all the interpreters, preparatory program teachers, technical vocational teachers, counselors and current students at the various participating programs whose cooperation facilitated complete data collection.

Thanks are extended to Audrey Buhr, Karen Pugh, DeAnna Gehant and Cathy Mattson for their assistance with the preparation of the monographs.

Appreciation and thanks are also due to the following students in the education of the hearing-impaired program at the University of Minnesota who participated in data analysis: Kathy Nelson, Ann Bauleke and Linda Ritchie.

Very special thanks go to Susan Dingman for her extensive work collecting data in Seattle and New Orleans, to Diane Holte whose assistance in organizing and analyzing the data was invaluable to us, and to Douglas Burke for his suggestions concerning the development of questionnaires and interview forms.

The investigators wish to thank the Minnesota, Washington and Louisiana Departments of Manpower Services of the U. S. Department of

labor for testing many of the students included in the project. In particular, appreciation is extended to Edward Schultz of the Minnesota office for his assistance in preparing General Aptitude Test Battery testing contracts in all three states.

We extend our appreciation to Dr. Ben Hoffmeyer, Headmaster of the American School for the Deaf for granting us free access to the American School's Historical Library and to Jane Wilson, American School librarian for her assistance.

Finally, this project could not have been undertaken without the cooperation of hundreds of parents, vocational rehabilitation counselors, young deaf people and employers. We hope in return this project will have made a contribution to them by bringing the current occupational status of young deaf people into focus and recommending courses of action designed to elevate their status and permit them to become even more productive members of society.

Foreword

The University of Minnesota Research, Development and Demonstration Center in Education of Handicapped Children became involved in the evaluation of post-secondary programs in July 1972, several years after the three programs in consideration had been established. The charge to the Center was to develop, in cooperation with the programs in New Orleans, St. Paul, and Seattle, mechanisms by which to identify those components necessary for the development and maintenance of successful post-secondary vocational technical programs for hearing impaired students.

A special debt of gratitude is owed to the three programs for their willingness to cooperate with an "outside" evaluation team rather than follow the more traditional mode of self-evaluation. We hope that whatever inconvenience the programs may have experienced will be compensated for by the results of the evaluation.

The evaluation was made possible through the cooperation of two federal agencies, the Bureau of Education of the Handicapped (BEH) and Social and Rehabilitation Services (SRS). We gratefully acknowledge the support and advice of Max Mueller of BEH and Edna Adler and Deno Reed of SRS. Of primary importance, of course, has been the interest and support of Boyce Williams, Chief of the Department of Communication Disorders at SRS. The author was a very junior major investigator in 1964 on a project evaluating the economic status of young deaf adults in New England. That project was conducted through the initiation of Dr. Williams and he has continued to exert his leadership touching

many aspects of the lives of deaf individuals. It is safe to say that without his efforts the substantial gains made in vocational technical training for the deaf would have been of a more limited nature.

Finally, my heartfelt appreciation to my colleagues, Steve Fisher and Mary Jane Harlow for their patience, forebearance and initiative. Their work in collecting and analyzing data, traveling to the various programs, setting up and running a conference in the summer of 1973, and the writing up of the findings has been above and beyond the call of duty. As the plans for final dissemination evolved from a relatively concise single report to a series of several monographs their flexibility and capacity for work were equal to the sometimes unreasonable demands placed upon them and their time.

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INTRODUCTION

Background

The present paper represents the second of a series of six monographs produced as a result of an evaluation of three federally funded post-secondary vocational technical programs for deaf students. The programs are:

1) Delgado Junior College, New Orleans, Louisiana;
2) Seattle Community College, Seattle, Washington;
3) Technical Vocational Institute, St. Paul, Minnesota.

Monograph I, Post-Secondary Programs for the Deaf: Introduction and Overview, contains a complete description of the three programs.

The study was designed with the following objectives:

(1) To provide developing post-secondary programs with guidelines for establishing programs for the deaf.

(2) To determine as precisely as possible the nature of the three demonstration projects in relation to:

   a) Population served
   b) Courses of study offered
   c) Supportive services provided
   d) Cost of services

(3) To determine the effectiveness of the type of post-secondary programming offered by the three demonstration projects in:

   a) Course success
   b) Employment success
   c) Attrition
   d) Comparison of student and non-student success

(4) To consider student characteristics in an attempt to derive implications for specific instructional vocational procedures.

The objectives may be seen as encompassing two components. The first deals with the three existing federally funded demonstration

programs. Formative process evaluation was conducted as a means of increasing the effectiveness of ongoing programs. The final outcome of the project, based on the summative evaluation of the demonstration programs, is concerned with establishing guidelines for new programs.

In addition to program descriptions, Monograph I contains a complete statement of the problem, review of the literature, and summary of previous investigations on the vocational status of the deaf. The series was developed to be read sequentially and the reader is advised to be familiar with the contents of Monograph I before reading the present report.

ORGANIZATION OF MONOGRAPH SERIES

Procedures are spelled out in detail in the appropriate sections. Including the present report, six monographs have been developed and comprise the total package. The monographs are as follows:

I Introduction and Overview
II External Views of Programs
III Internal Views of Programs
IV Empirical Data Analysis
V Follow-up Data Analysis
VI Guidelines and Summary

Monograph I: Introduction and Overview

This report is divided into the following categories:

1. Introduction and Overview
2. Review of the Literature
3. Program Descriptions
4. Procedures

Monograph II: External Views of Programs

Material in this monograph is based on results obtained by two sets of interviews and two sets of questionnaires as follows:

1. Interviews of Former Students Now Employed
2. Interviews of Employees' Supervisors
3. Parent Questionnaires
4. Vocational Rehabilitation Counselor Questionnaires

For each category the results are treated separately for each of the three programs (Delgado, Seattle, TVI) as well as on a general basis across program. The same procedure was followed for all subsequent monographs.

Monograph III: Internal Views of Programs

Material in this section is based on interviews with the following categories of respondents:

1. Current Students
2. Deaf Program Staff
   a) Administrators
   b) Counselors
   c) Preparatory Program Teachers
   d) Interpreters
3. Technical Vocational Teachers-College training staff

Monograph IV: Empirical Data Analysis

Empirical data analysis was conducted on two groups, Former Students and Current Students:

1. Former Students
   a) Stanford Achievement Test
   b) General Aptitude Test Battery
   c) IPAT
   d) Wechsler Adult Intelligence Scale

2. Current Students
   a) Stanford Achievement Test
   b) General Aptitude Test Battery
   c) IPAT
   d) Wechsler Adult Intelligence Scale

Monograph V: Follow-Up Data Analysis

The follow-up data consist of information on former students arranged in the following categories:

1. Areas of Training
2. Former Student Status
   a) Graduates
   b) Goal Completions
   c) Withdrawals
   d) Transfers
3. Job Placement
4. Geographic Origin

Monograph VI: Guidelines and Summary

This monograph provides guidelines for the development and monitoring of effective vocational technical programs for the deaf within ongoing programs for hearing students. A summary of the complete study is also provided.

Presentation of External Views

External views of the programs were gathered from four sources: deaf former students presently employed, immediate supervisors of these former students, parents, and vocational rehabilitation counselors. Each group, of course, offers a different perspective. The former students are able to evaluate their training in relation to the specific demands of their present occupation. The supervisors, most of whom have had limited prior exposure to deaf individuals, tend to develop opinions of the abilities of deaf people and of the training they received on the basis of a very practical consideration, i.e., can they do a particular kind of work effectively. For parents, the periods of training and placement represent the completion of

what is usually the final stage of a long, traumatic and difficult process, the raising and educating of a deaf child by individuals with no previous experience with the impact of deafness on development. In many cases the counselor may have a broader and more objective basis for evaluation of a training program. He or she usually serves a wide range of clients, both handicapped and non-handicapped, and has contact with a variety of training programs. The counselor also has, or should have, a knowledge of prevailing economic conditions and opportunities and is thus able to evaluate the appropriateness of an individual client's current occupation.

METHODS AND PROCEDURES

Interviews: Former Students and Immediate Supervisors

Data were gathered from former students now employed and their immediate supervisors by means of personal interviews. One investigator interviewed all 60 employees (20 Delgado, 21 Seattle, 19 TVI), and one interviewed all 49 supervisors (13 Delgado, 17 Seattle, 19 TVI). A young deaf adult questionnaire was adapted from a form used in the Boatner, Stuckless and Moores 1964 study (see Appendix B). It was designed to elicit information on means of finding jobs, modes of communication on the job, job satisfaction, types of jobs, amount of pay, future hopes, and opinion of school and training. The supervisor form was also adapted from the Boatner, Stuckless and Moores study (see Appendix C). It was designed to elicit information regarding the supervisor's opinions on schooling, possibilities for advancement, modes of communication, employee competency, and job opportunities for the deaf. The young deaf adult questionnaire consisted of eight pages containing the following sections:

I. Vital Information
II. Occupational Status
III. Job Satisfaction and Communication
IV. Economic Status
V. Aspirations
VI. Students (used only with current students)
VII. Satisfaction with Training

The immediate supervisor interview form consisted of three pages containing the following sections:

I. General Information
II. Current Occupational Status of Employee
III. Training
IV. Communication
V. Productivity
VI. Attitude of Immediate Supervisor
VII. Size and Nature of Company

Sample. Selection of former students for interviewing purposes was initiated in February, 1973. Since many former students from each of the three programs found employment somewhere other than the state in which they received training, a randomized sample of former student interviewees was not possible. Due to monetary considerations, the research team's traveling scope was limited to those states in which the three programs were located. Selection of former student interviewees was conducted in the following manner: the research team asked each of the three programs to provide a list of their former students who either found employment or resided within their respective metropolitan (or nearby) areas. The lists indicated that relatively few former students (in the case of Delgado, twenty) were available for interview locally. The selection of members of each sample was dictated by interviewee availability. In cases where more than twenty subjects were available, the sample was first grouped by sex. Then a random selection of members for the final sample was made within sex groups to insure a more representative sample of males and females. When all three samples were finalized, contacts and appointments with the former students and their current employers were made. The remote programs, Seattle and Delgado, took the responsibility for making the necessary arrangements from criteria and procedures provided by the research team. Since both the TVI program and the research team are located in the Twin Cities area, contacts were made by the research team rather than by the program.

Data Collection. Interviewing of former students currently employed and their respective supervisors commenced in March, 1973, in the Minneapolis-St. Paul metropolitan area. Sixteen TVI former students and 17 employers were interviewed in March and April. One employee had been laid off and could not be located. Three former students now employed and three work supervisors were also interviewed in June to complete TVI former student and supervisor interviewing.

Interviewing in the New Orleans metropolitan area began April 23, 1973, and was completed within a two-week period. Twenty former students now employed and 19 work supervisors were interviewed (one former student was not employed and, therefore, did not have a supervisor). Interviewing in the Seattle metropolitan area began May 14, 1973, and was completed within a two-week period. Interviews were conducted with 21 former students now employed and 21 work supervisors.

Interview of Former Students Now Employed. Before each interview began, the employee was informed of the purpose of the interview, that he was under no obligation to provide information, and that if he wished to cooperate, all information would be considered confidential.

The interviews were conducted in the form of communication the employee desired. The majority of communications involved sign language and finger spelling to some degree.

Interview time varied from 15 - 30 minutes. When the interview was finished, the investigator asked the employee to read over what had been written, to change anything if so desired, and to sign his name to the interview form.

Interview of Immediate Supervisors. Interviewing of immediate supervisors was conducted simultaneously with the interviewing of the hearing-impaired employee. The interviews were always conducted in separate areas to preserve confidentiality. The interview procedure was the same as that used with the employee. The supervisor was first informed of the interviewer's name and that he was from the University of Minnesota RD&D Center. The purpose of the visit was then explained -- that the Center was conducting an evaluation of three post-secondary programs for the deaf and desired opinions and information from current employment supervisors of former students regarding employee training, productivity, and opportunities for advancement. The interviewee was informed that all responses obtained would be held confidential and that, once the questionnaire was completed, he was welcome to read it and make any changes and/or corrections he wished.

Treatment of Data. The data collected and presented here are of two types: quantitative and qualitative. Quantitative data refer to data coded for tabulation and reporting whereas qualitative data refer to anecdotal information gathered. None of the data herein lent itself to statistical treatment.

Questionnaires: Counselors and Parents

Data from the counselors and the parents were obtained by mailed questionnaires. In October and November, 1972, discussions among members of the research team resulted in a decision to (1) develop and implement a vocational rehabilitation counselor questionnaire

form (see Appendix D) and (2) to adapt a parent questionnaire form (see Appendix E) from that used by Boatner, Stuckless and Moores (1964). The forms were approved by members of the participating programs at meetings held in Seattle, Washington, and St. Paul, Minnesota, in December, 1972.

The vocational rehabilitation counselor questionnaire was designed to elicit information on (1) the interaction between the vocational rehabilitation counselor and the post-secondary programs for the hearing-impaired, (2) the counselor's perception of the training received by his client, and (3) modes of communication used by vocational rehabilitation counselors with their clients. The vocational rehabilitation counselor questionnaire consisted of four pages containing the following sections:

I. General Information
II. Procedure for Referral
III. Training Received by Client
IV. Communication with Client
V. Additional Information

The parent questionnaire sought the following information: (1) the occupational status of son or daughter, (2) the parents' perceptions of vocational-technical training in general, and (3) the parents' perceptions of the child's vocational-technical training in particular. The questionnaire consisted of four pages containing the following sections:

I. General Information
II. Occupational Status of Son or Daughter
III. Vocational/technical Training
IV. Reaction to Vocational/technical Training
V. Other Children

During the period January 29 to February 16, 1973, two members of the evaluation team collected former and current student file data from each of the three programs. Only those former students who had had the GATB (General Aptitude Test Battery) and SAT (Stanford Achievement Test) testing were selected for review and collection of data. A total of 153 former student files were searched (Delgado--63; Seattle--44; TVI--46). One purpose of searching the files was to obtain parent and vocational rehabilitation counselor addresses for questionnaire mailing. In February 1973, 153 questionnaires were mailed to counselors and 306 questionnaires were mailed to parents (153 sets). Fathers and mothers were sent separate but identical forms. A cover letter accompanying the questionnaires (See Appendix D--Vocational Rehabilitation counselor questionnaire and accompanying cover letter; and Appendix E--parent questionnaire and accompanying cover letter) described the purpose of the investigation, asked cooperation in answering the questions, and stated that all information received would be held confidential.

July 1, 1973 was set as an arbitary cut-off date for the return of the counselor and parents forms. Sixty-one of the 153 vocational rehabilitation counselor forms and 91 of the 306 parent forms were returned by that time.

The questionnaire data collected and presented here are either quantitative or qualitative in nature. The quantitative data are presented in tabulated form and percentages and anecdotal data are listed individually in the appendices.

RESULTS

Former Students Now Employed

Vital Data. The interview sample consisted of 41 males and 19 females, all of whom had either attended or were graduated from one of the three model post-secondary programs for the hearing-impaired. Of the 60 interviewees, 59 were employed and 1 was unemployed. The unemployed individual was beginning a new job the week following the interview. Information concerning his previous employment and the individual's opinions are included in the sample data.

The age range for the 60 former students now employed was from 20 to 40 years with a mean of 25.39 years. Forty-seven of 60 interviewees were single, 11 were married, and 2 were divorced. Of the 13 spouses (both married and divorced), 5 were hard-of-hearing, 5 hearing, and 2 were deaf. One interviewee did not respond. Seven interviewees indicated they had children. The number of children ranged from 0 to 5.

Data on the hearing status of the employees were not available. Hearing losses appeared to range from moderate to profound. Most interviews, conducted in the mode of communication desired by the interviewee, were accomplished through a combination of speech, speechreading, sign language and fingerspelling.

Job Satisfaction and Communication.

Job satisfaction was high with only three interviewees responding that they disliked most things about their jobs. The 32

who liked their jobs very much mentioned as reasons: good pay, good work, good hours, enjoyment of a particular type of work, good people to work with, people willing to cooperate and help, and good friends (both hearing and deaf). The 25 who considered their employment "O.K." gave responses that were more mixed, responses that listed both positive and negative aspects. Positive aspects were: good pay, easy work, good hours, good job for deaf people, and deaf friends to socialize with. Negative aspects were: bad pay, too much work, bad weather conditions, very hard work, dislike of early shift, preference for another job, difficulty with other employees, no deaf friends at work, repetitive and boring work and illness. Those who expressed dislike for their employment listed: bad pay, not my field of work, boring job, and dislike of people at work.

Thirty-five interviewees wished to remain in their present occupations. Twenty expressed a desire to change jobs, and five were not sure or did not know. As may be seen in Table 1, a large majority of former Seattle students (17 of 21) wished to stay in their present positions compared to approximately 50% from Delgado (10 of 20) and TVI (8 of 19). Desire to change was due to either negative aspects of the present job or positive desires of the employee. Of the 20 responses given, 10 were of a negative nature, 9 were of a positive nature and 1 was a "don't know" response. Of the negative responses, aspects of the present job that influenced a desire to change employment included: bad pay, no future opportunities or promotion, too much work, bad weather, boring work, no deaf friends at work, desire to make more money, dislike of

people at work and personal nervousness. Positive aspects included: desire to work in a different field, desire to return to school and desire to work for a specific company.

Table 1. Employee's Desire to Hold or Change Job

	Delgado		Seattle		TVI			
Rating	Male	Female	Male	Female	Male	Female	Total	%
Keep job	7	3	13	4	3	5	35	58.33
Change job	9	0	2	1	4	4	20	33.33
Not sure/don't know	0	1	1	0	2	1	5	8.33
Total	16	4	16	5	9	10	60	100.00%

Employees most often used a combination of modes in communicating to their supervisors rather than any single mode. Writing (42 responses) and speech (34 responses) were most common. Other modes indicated were: formal signs (9 responses), fingerspelling (6), natural gestures (2 responses), and interpreter (1 response).

Forty-eight of the 60 employees believed the supervisor understood their communication always or most of the time. Of the remainder, 11 believed supervisors understood their communication sometimes, and only one thought his communication was never understood.

Employees indicated that supervisors also used multiple modes in communicating with their hearing-impaired employees. Writing (44 responses) and speech (35 responses) were again modes most frequently indicated. Other forms of communication were: formal signs (14), fingerspelling (9), and natural gestures (6).

In rating their ability to understand their supervisors, 41 reported they understood the communication always or most of the time.

The remaining 19 reported understanding the supervisor's communication only sometimes.

Hearing-impaired employees indicated that a combination of three modes of communication was easiest for them to use on the job--writing (26 responses), speech (21), and formal signs (18). The use of these modes is indicated far more often than the remainder--other (interpreter and by example, 4 responses), fingerspelling (3), and natural gestures (2).

Of the 60 interviewees, 37 believed the supervisor would give them a better job if one were available. Sixteen were not sure, and five said the supervisor would not promote them. Two individuals held civil service positions dependent upon examination results and supervisor approval. As may be seen in Table 2, former students from Seattle and TVI tended to respond more frequently than those from Delgado to the not sure category.

Table 2. Employee's Opinion of Chances of Advancement

	Delgado		Seattle		TVI			
	Male	Female	Male	Female	Male	Female	Total	%
Yes	10	3	11	4	3	6	37	61.67
No	3	0	0	0	1	1	5	8.33
Not Sure	2	0	5	1	5	3	16	26.67
Other (civil service)	1	1	0	0	0	0	2	3.33
Total	16	4	16	5	9	10	60	100.00%

The interviewees were asked to name future occupations they would most like to have. The results are presented in Table 3.

Table 3

Future Occupation Most Desired by Interviewees

Female		Male
Occupation	Number	Occupation
Homemaker	3	Printing
Keypunch operator	2	Postal employee
Accountant/bookkeeper	1	Drafting
Counselor or general office practice	1	Shipping and receiving clerk
Power sewing machine operator	1	Machinist
Bio-medical technician	1	Welding
Civil service typist	1	Carpentry/cabinet making
Homemaker and proofing machine operator	1	Bookkeeping and accounting
Tour guide for deaf in bank	1	Baker
Banking machine operator	1	Teacher of the Deaf
Modeling	1	Heating and air conditioning
Data processing	1	Truck Driver
	15	Horologist
		Electronics
		Auto body worker
		Missionary/minister

Table 3

Future Occupation Most Desired by Interviewees

Male

	Number	Occupation	Number
	3	Printing	5
perator	2	Postal employee	4
/bookkeeper	1	Drafting	3
or general office practice	1	Shipping and receiving clerk	2
ng machine operator	1	Machinist	2
l technician	1	Welding	2
ice typist	1	Carpentry/cabinet making	2
and proofing machine		Bookkeeping and accounting	1
tor	1	Baker	1
for deaf in bank	1	Teacher of the Deaf	1
chine operator	1	Heating and air conditioning worker	1
	1	Truck Driver	1
ssing	1	Horologist	1
	15	Electronics	1
		Auto body worker	1
		Missionary/minister	1
			29

Economic and Employment Status. The three participating programs were requested to arrange interviews with former students who were employed. No attempt was made to interview unemployed former students due to time and financial considerations. However, as mentioned previously, one student was unemployed and about to begin another job, and it was decided to interview him. Of the 60 interviewees, 58 were employed full-time, 1 part-time, and 1 was unemployed.

The jobs held by the interviewees were arranged into categories according to those specified by the Dictionary of Occupational Titles (1965, Vol. I and II). Breakdowns by employment category, sex and gross weekly salary for Delgado, Seattle and TVI are presented in Tables 4, 5, and 6, respectively. Table 7 presents comparisons of weekly salaries by program and by sex, and Table 8 presents data on mean salary by occupational category and sex. The majority of those interviewed fell into four categories: Category 2, clerical and sales occupations (35%); Category 6, machine trades occupations (18.33%); Category 8, structural work occupations (21.66%); and 11.67% in Category 0-1, professional, technical and managerial occupations. Females make up the bulk of Category 2, males comprise the majority of Categories 0-1, 6 and 8. Except for the occupation of Postal Clerk (one female from Delgado, one male from Seattle) there is no overlap in positions held by males and females.

The lack of overlap of occupations is illustrated by Table 9 which summarizes categories of occupation by program and sex.

Table 4

Employment and Mean Gross Weekly Salary--Delgado

Category		Occupation	Number	Sex	Gross Weekly Salary
0,1	Professional Technical Managerial	Orthotic/Prosthetics Technician	1	M	$125.00
		Draftsman	1	M	130.00
2	Clerical & Sales	Shipping & Receiving Clerk	2	M	92.00
				M	96.85
		Stock Clerk	1	M	*
		Bookkeeper	1	M	90.00
		Clerk Typist	1	F	125.00
		Banking Machine Operator	1	F	128.00
		Keypunch Operator	1	F	112.50
		Postal Clerk	1	F	180.00
3	Service	Clothing Porter	1	M	100.00
5	Processing	Baker	1	M	115.00
7	Bench Work	Dental Lab Technician	1	M	89.00
8	Structural Work	Construction Worker	6	M	110.00
				M	120.00
				M	150.00
				M	120.00
				M	100.00
				M	120.00
		Heating & Air Conditioning Installer	1	M	85.00

Mean Gross Weekly Salary:	Female	$136.38
	Male	109.52
	Total	115.18

* Unemployed

Table 5

Employment and Mean Gross Weekly Salary--Seattle

Category	Occupation	Number	Sex	Gross Weekly Salary
0,1 Professional, Technical, Managerial	Draftsman	3	M	$160.00
			M	143.75
			M	105.00
	Jewelry Design	1	M	50.00
	Counselor for Deaf and M.R.	1	F	125.00
2 Clerical & Sales	Postal Clerk	1	M	112.50
	Keypunch Operator	1	F	121.75
	Proof Machine Operator	1	F	121.75
6 Machine Trades	Machinist	3	M	120.00
			M	87.50
			M	106.00
	Printing Apprentice	1	M	173.00
7 Bench Work	Assembly-Aircraft & Missile Components	1	M	124.00
	Assembly-Navigational Equipment	1	F	106.00
	Power Sewing	1	F	84.00
8 Structural Work	Welder	4	M	215.00
			M	215.00
			M	218.00
			M	215.00
	Carpenter	1	M	128.50
	Auto Body Apprentice	1	M	124.00

Mean Gross Weekly Salary: Female $111.70
Male* 149.82
Total* 140.29

* Not including part time

Table 6

Employment and Mean Gross Weekly Salary--TVI

Category	Occupation	Number	Sex	Gross Weekly Salary
2 Clerical & Sales	Clerk Typist	4	F	100.00
			F	90.00
			F	135.00
			F	93.00
	Keypunch Operator	3	F	112.50
			F	86.00
			F	80.64
	Data Processing	3	F	112.50
			F	112.50
			F	88.50
3 Service	Dishwasher	1	M	91.00
	Maintenance Engineer	1	M	112.50
6 Machine Trades	Printer	6	M	100.00
			M	136.00
			M	135.00
			M	110.00
			M	110.00
			M	93.00
	Cabinet Maker	1	M	129.00

Mean Gross Weekly Salary:		
	Female	$101.06
	Male	112.94
	Total	106.86

Table 7

Mean Gross Weekly Salary by Program and Sex

Sex	Program							
	Delgado		Seattle		TVI		Total	
	Number	Salary	Number	Salary	Number	Salary	Number	Salary
Male	15	$109.52	15	$149.82	9	$112.94	39	$128.81
Female	4	136.38	5	111.70	10	101.06	19	111.30
Total	19	115.18	20	140.29	19	106.86	58	121.06

Table 8

Mean Salary by Occupation and Sex

Occupation	Male		Female		Total	
	Number	Salary	Number	Salary	Number	Salary
Professional, Technical, Managerial	6	$118.96	1	$125.00	7	$119.82
Clerical & Sales	5	97.84	16	112.51	21	109.57
Service	3	101.17		----	3	101.17
Processing	1	115.00		----	1	115.00
Machine Trades	11	118.14		----	11	118.14
Bench Work	2	106.50	2	95.00	4	100.75
Structural Work	13	147.73		----	13	147.73

Table 9

Category of Occupation by Program and Sex

	SEX							TOT
	Female			Male				
Category	Delgado	Seattle	TVI	Delgado	Seattle	TVI	Delgado	Sea
Professional, Technical Managerial	0	1	0	2	4	0	2	
Clerical & Sales	4	2	10	4	1	0	8	
Service	0	0	0	1	0	2	1	
Processing	0	0	0	1	0	0	1	
Machine Trades	0	0	0	0	4	7	0	
Bench Work	0	2	0	1	1	0	1	
Structural Work	0	0	0	7	6	0	7	
Total								
Total	4	5	10	16	16	9	20	2

Table 9

Category of Occupation by Program and Sex

	SEX						TOTAL		
	Female			Male					
	Delgado	Seattle	TVI	Delgado	Seattle	TVI	Delgado	Seattle	TVI
Technical									
l	0	1	0	2	4	0	2	5	0
es	4	2	10	4	1	0	8	3	10
	0	0	0	1	0	2	1	0	2
	0	0	0	1	0	0	1	0	0
	0	0	0	0	4	7	0	4	7
	0	2	0	1	1	0	1	3	0
k	0	0	0	7	6	0	7	6	0
	4	5	10	16	16	9	20	21	19

Thirty-six employees reported working a 40-45 hour week, excluding overtime. Eighteen respondents, all from TVI, reported a 35-40 hour week. Two interviewees worked 30 hour weeks. One part-time worker put in 20 hours a week; one individual worked 50 hours a week; one was unemployed; and one gave no response. Overtime is excluded in each case. Forty-seven employees indicated they worked overtime.

To provide a general comparison with wages of deaf and hearing individuals, a procedure similar to that developed by Kronenberg and Blake (1966) was followed. Mean annual income was computed and compared to that of young hearing adults as presented by the U.S. Department of Commerce.* The projected mean yearly salaries of the young deaf adults in the current sample were computed from the gross weekly earnings reported by the interviewees. Hearing-impaired males in the age group 20-24 earned 11.33% more than their hearing counterparts. However, in the age groups 25-34 and 35-44, former post-secondary male students earned 14.05% and 12.68% less than hearing males in the same age groups. Hearing-impaired females in the age groups 20-24 earned 18.36% more than hearing females. In the age group 25-34, hearing-impaired females earned 12.66% more. There were no former female students in the 35-44 age group.

Slightly more than one-half of the interviewees (31 of 60) reported that they had found their present positions through

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*U.S. Department of Commerce, Current Population Reports, Consumer Income, Series P-60, No. 87, June 1973.

Table 10

Employee's Source for Obtaining Present Position

Source	Program						
	Delgado		Seattle		TVI		TOTAL
	Male	Female	Male	Female	Male	Female	
Training Program (31)							
Program Counselor	0	1	2	1	7	6	17
Course Instructor	1	0	5	1	0	0	7
Program (General)	0	0	2	0	0	0	2
Interpreter	1	0	0	0	0	1	2
College Employment Service	0	0	0	1	0	0	1
Program Director	0	0	0	1	0	0	1
Supervisor Contacted Program	0	0	1	0	0	0	1
Friends & Relatives (17)							
Friends at Work	3	1	2	0	1	1	8
Friends at School	4	0	0	0	0	0	4
Relatives (Not Parents)	1	0	1	0	0	1	3
Parents	1	0	0	0	0	0	1
Husband	0	1	0	0	0	0	1
Other (12)							
Want Ad	2	1	0	1	0	0	4
Application to Company	1	0	2	0	0	0	3
Employer	2	0	0	0	0	0	2
State Employment Agency	0	0	1	0	0	0	1
Previous Work Supervisor	0	0	0	0	1	0	1
DVR Counselor	0	0	0	0	0	1	1

individuals affiliated with their training programs. Approximately 30 percent were aided by friends and relatives. The most frequent source, program counselor, was cited by 17 respondents, 13 of whom were from the TVI program. The listing of sources in Table 10 indicates differences in placement policies among the three programs which will be treated in the Discussion section.

Several individuals had worked in previous jobs. Most commonly these were of a part-time or summer nature. For those positions which were not of a temporary nature, reasons for leaving are presented in Appendix A, Table 34.

Aspirations. Interviewees were asked what jobs they would like ten years into the future and whether or not they thought they would have the jobs they wanted. Thirty-one of the 60 interviewees believed they would have the future job they wanted, 11 were not sure, and two said they would not have the job they wanted. Sixteen made no response. Nine of the 60 employees felt there were factors operating which might prevent them from obtaining desired future employment. (See Appendix A, Table 35, for a list of employees' present occupations and desired future occupations).

Most frequent choices for future occupations among males were: printing (5), postal employee (4), drafting (3), shipping and receiving clerk (2), machinist (2), welding (2), and carpentry/cabinet making (2). Most frequent choices among females were: homemaker (3) and keypunch operator (2).

Twenty-seven of 60 interviewees indicated they felt further

training would be necessary for their desired future occupations, 13 felt further training would not be necessary, and four were not sure. Thirteen made no response.

Program and Training. As shown in Table 11, 28 of 60 interviewees preferred to attend school with both hearing and hearing-impaired students. Thirteen responded that it made no difference to them; 12 said they preferred deaf peers; five said they preferred hearing peers; and two said they were not sure.

Table 11. Employee's Preference of Peers at School

	Delgado		Seattle		TVI			
	Male	Female	Male	Female	Male	Female	Total	%
Hearing	0	0	4	1	0	0	5	8.33
Deaf	2	4	1	1	1	3	12	20.00
Both	8	0	7	2	6	5	28	46.67
Makes no difference	6	0	3	0	2	2	13	21.67
Not sure	0	0	1	1	0	0	2	3.33
Total	16	4	16	5	9	10	60	100.00%

Those who preferred hearing peers, all from Seattle, indicated that it was easier for them to communicate with the hearing and that they were more comfortable with the hearing because they were "brought up that way." These interviewees reported that it was difficult to understand sign language and that they felt different from the deaf. They were classified by members of the program as hard of hearing.

Those who indicated it made no difference to them what peers they attended school with gave responses which generally included the following factors: 1) interviewees indicated they want to communicate with and/or associate with both hearing and deaf people; 2)

people, whether hearing or deaf, are equal; 3) the speech of hearing people is too fast and confusing for comprehension; and 4) hearing students can help them understand classroom materials.

Those who felt they preferred to attend school with both deaf and hearing peers gave responses somewhat similar to those to whom it made no difference. The interviewees expressed a belief that contact between deaf and hearing students would better the deaf students' communication, both in speech and language; that integration allows the hearing students to aid the deaf students' comprehension of classroom materials; and that communication with the hearing is necessary for the deaf students to acquire the requisite skills for adjustment to the hearing world.

Those who expressed a preference for attending school with deaf peers responded: 1) it is easier to communicate with deaf students and 2) it is too difficult to communicate with hearing people.

Refer to Appendix A, Table 36, for a complete listing of respondents' reasons for their peer preferences.

Interviewees were asked the question: "Do you like the idea of a technical and vocational school for young hearing-impaired people who do not go to a school such as Gallaudet?" Of the 60 interviewees, 44 indicated they liked the idea of such programs; 11 were not sure; and five said they did not like the idea.

A major theme of the 44 interviewees who approved of the idea was that the programs provide good training for jobs. Training is mentioned specifically in 25 of the responses. Other positive

aspects mentioned include: help of interpreters and tutors, association with hearing people, counseling services, and good courses and teachers.

Of the 10 interviewees who were not sure of the idea of a technical-vocational program, six gave no specific reason for their response. The remaining four responses were: 1) Gallaudet is for teachers; 2) Gallaudet was too hard so this school was a good choice; 3) It's O.K. for a person who has some knowledge of the field, but for someone who doesn't know anything about a field, it's difficult; and 4) The program was too easy--more like going to high school; it takes too long for school to place students on the job.

Of the five interviewees who said they did not like the idea of a technical-vocational program, two responded that the training was too easy, there were not enough subjects, and training should be more advanced. One indicated that the interpreting was not very good, one felt the training did not help him personally, and one did not like the courses he took.

Of the 60 interviewees, 39 were satisfied with their training; 20 were not satisfied or indicated a qualified satisfaction; and 1 gave no response. Table 12 presents responses by program and sex. The 20 interviewees who were not satisfied gave a variety of responses. Dissatisfaction was most frequently expressed by former Delgado students. Three Delgado interviewees felt that training was not adequate; three stated they were forced into subject areas they did not want, two indicated the program director had too much control over students,

and two said the program did not offer the subject area they wanted. Three Seattle interviewees felt the instruction was not advanced enough. Overall, seven respondents felt that training was either not adequate or advanced enough or that the machinery involved was not sophisticated enough.

Table 12. Employee's Satisfaction with Post-Secondary Training

	Delgado		Seattle		TVI			
	Male	Female	Male	Female	Male	Female	Total	%
Yes	7	1	13	4	6	8	39	65.00
No	9	3	3	1	2	2	20	33.33
No response	0	0	0	0	1	0	1	1.67
Total	16	4	16	5	9	10	60	100.00%

Reasons why interviewees were not satisfied with post secondary training are listed in Appendix A, Table 37.

Immediate Supervisors

General Information. Sixty interview forms concerning hearing impaired employees were obtained from 37 male and 12 female supervisors. Five supervisors were responsible for more than one former student sample member, with the largest number of supervisees being six. Each of the 60 sets of responses to interview questions was treated separately. Responses from the supervisor of a recently laid off worker were included.

Current Occupational Status of Employee. Of the total of 60 employees, 15 (25%) had held previous jobs in their respective companies. Ten of the changes in occupational status constituted promotions. Six of the 10 promotions were earned by former Delgado students compared to three from Seattle and one from TVI. Eight out of the ten people who obtained position promotions also received higher salaries.

Although only 10 of the employees interviewed received position promotions, 41 were receiving higher salaries at the time of interview than when their job began. Of the remainder one subject was receiving a lower salary.

Training. As seen in Table 13, in rating factors needed to acquire job proficiency, 36 (60%) of the employers interviewed stated that on-the-job training and possession of trained skills were equally important for employees to attain maximum job proficiency in their present occupations. Ten claimed that on-the-job training alone was sufficient and five felt that possession of trained skills was adequate.

In total, 53 employers considered on-the-job training to be at

least one of the factors in acquiring job proficiency, and possession of trained skills was claimed a factor by 45 supervisors.

Table 13

Means to Acquire Job Proficiency Mentioned by Supervisors

Means	Delgado	Seattle	TVI	Totals
(1) Simple demonstration	0	0	1	1
(2) On-the-job training	6	1	3	10
(3) Company classes	0	0	0	0
(4) Trained skills	0	1	4	5
Combination of Factors:				
(2) and (4)	10	17	9	36
(2) and (3)	1	1	0	2
(1) and (4)	0	1	0	1
(1) and (2)	0	0	1	1
(1), (2) and (3)	1	0	0	1
(1), (2) and (4)	0	0	2	2
(2), (3) and (4)	1	0	0	1

Formal training was considered a requirement for hiring by 36 of the interview sample. The remainder of the sample, 24 supervisors, stated that no formal training was required for job acquisition. Of these, nine supervisors stated that there were no requirements for hiring, eight required mechanical ability in general, three hired anyone who was willing to work, three stated that a high school diploma was the only requirement, and one supervisor required prospective employees to take a course conducted by the company. Data in Table 14 indicated that formal training was less a requirement for hiring in positions held by former Delgado students than by former students from Seattle and TVI.

Ratings of adequacy of formal training are presented in Table 15. Reasons for ratings of inadequacy varied by school. They are

Table 14

Training Required Prior to Hiring

Program	Formal training required	No formal training required
Delgado	4	15
Seattle	18	3
TVI	14	6
Totals	36	24

listed in Appendix A, Table 38. Many employers placed a greater value on experience and on-the-job training than on formal training. They generally felt that formal training gives a person too broad an educational base in a specified area and not the details one would encounter in the field.

Table 15

Supervisor Rating of Formal Training Adequacy

Program	Training Adequate	Training Not Adequate	Training Does Not Apply to Job	No Response
Delgado	11	2	2	4
Seattle	11	6	2	2
TVI	17	1	0	2
Totals	39	9	4	8

Asked whether further training would benefit their employees, 46 supervisors (77%) responded affirmatively, 10 negatively, and 4 were uncertain. Of the 46 supervisors who recommended further training, 31 suggested on-the-job training alone, 9 placed highest priority on formal training alone, and 6 favored a combination of both.

Most employers who favored on-the-job training felt that formal education was not as valuable or as thorough a teaching tool as work experience for the types of jobs under discussion. They saw on-the-job training as providing the details needed to maximize work quality and efficiency. Respondents who favored formal training reasoned that schooling would provide their employees with additional, more advanced or new skills that would foster occupational advancement or change (See Appendix A, Table 39).

Reasons for the opinion that additional training would not benefit the employee were quite diverse. The following aspects of employment influenced the opinions of supervisors: (1) nature of the job--some types of employment, like keypunching, are considered "dead end" jobs by employers in that there is no higher position to which the deaf workers can aspire. In this instance, employers cannot see that any type of training would be beneficial unless it is in a different field; (2) communication difficulties--some employers see communication as a forever present obstacle to a deaf worker's advancement, since higher positions often require extensive communication with the public; (3) inappropriate job situation--some employees dislike their current work and express the desire to change fields; and (4) the production and quality of some employees' work is such that the employers do not see a need for improvement (See Appendix A, Table 40).

Regardless of whether or not deaf employees receive further training, opportunities for advancement are, nevertheless, generally considered limited; 30 supervisors (50%) stated that employee opportunity

without further training is limited and 35 supervisors (58%) stated that even with further training opportunities are limited (See Table 16). Eighteen employers (30%) felt that employees' advancement possibilities with further training are either considerable or "with on-the-job training can progress." Only four employers stated that there are no opportunities for advancement, even with further training.

Table 16

Advancement Opportunities With and Without Further Training

	Delgado		Seattle		TVI		
Training	Male	Female	Male	Female	Male	Female	Totals
Without							
Considerable	0	0	5	0	0	3	8
Limited	5	2	7	4	8	4	30
None	1	0	0	1	1	4	7
Without on-the-job training cannot progress	8	1	2	0	1	0	12
No response	1	1	2	0	0	0	4
With							
Considerable	1	0	4	0	0	1	6
Limited	7	3	8	4	9	4	35
None	1	1	0	1	0	3	6
With on-the-job training can progress	6	0	3	0	1	2	12
No response	0	0	1	0	0	0	1

Employers who considered opportunities for advancement to be considerable generally felt that their employees were outstanding workers. Employers who considered employee advancement opportunities limited commented on the following: (1) chance for promotion depends on

advanced position availability -- seniority based employment; (2) employee has attained the highest position -- journeyman; (3) many employees hold apprentice journeyman positions which constitute only one position advancement -- apprentice to journeyman; (4) advanced position requirements include communication skills, which cannot be fulfilled by a deaf employee; and (5) deaf employees have difficulty understanding the Civil Service exam the results of which assign a position category and salary range to the employee. For those employees with no opportunities for advancement, employers described the job held as "dead end" or the employees were either resigning or being laid-off. For a complete list of reasons for respondents' opinions regarding deaf employee advancement potentials, and a total list of jobs employers felt their deaf employees could handle consult Appendix A, Tables 41, 42, 43, and 44.

Communication - from Supervisor to Employee. All employers directly communicated with their deaf employees, most commonly using a combination of modes of communication rather than any single mode. The responses are indicated in Table 17. Fifteen supervisors stated that they had either learned or were learning sign language. All but three of the supervisors believed that their employees always or usually understood their instruction.

Communication -- from Employee to Supervisor. Table 18 indicates supervisor responses when asked "how well do you understand the employee's speech?" Eighteen supervisors indicated that their employees had no speech, fifteen believed they understood most of their employees'verbal communications, twelve employers (20%) felt they understood all of it, twelve said that only some of it was

Table 17

Supervisors' Mode of Communication with Employee

School	Sex	Speech	Writing	Formal Signs	Natural Gestures	Fingerspelling	Other (Interpreter)
Delgado	M	6	14	7	12	7	1
	F	4	4		2		
Seattle	M	8	9	1	11	2	1(pictures)
	F	4	4	1	4	1	
TVI	M	9	9	2	4	2	1
	F	5	9	3	4	2	2
Totals		36	49	14	37	14	5

Table 18

Supervisor's Understanding of Employee's Speech

School	Sex	All of it	Most of it	Some of it	None of it	No Speech
Delgado	M	2	4	3	1	5
	F		2	1		1
Seattle	M	5	3	2		6
	F	1	1	2	1	
TVI	M	2	1	3		4
	F	2	4	1	1	2
Totals		12	15	12	3	18

understood and three supervisors stated that although their employees did use their speech they could not understand their communication.

Employee Productivity. As indicated in Table 19, a large majority of the supervisors rated their deaf employees above average in comparison with others doing the same job. When asked to list any aspects of the employee's job which were complicated by his deafness, 40 supervisors alluded to communication problems, such as "operation of equipment is based on one's ability to hear," "training is difficult because of time used," "difficulty in reception and understanding of instructions," "communication with people and by phone." Of the remaining employers, 17 believed that no aspects of their employees' jobs were complicated by deafness, one employer stated that his employee had aggressive tendencies and could not be left alone, one considered deafness an advantage in a noisy factory and one stated that it appeared more difficult for his employee to learn different tasks (See Appendix A, Table 45).

Table 19

Supervisors' Performance Ratings of their Employees

School	Sex	Above Average	Average	Below Average
Delgado	M	12	2	1
	F	3	1	
Seattle	M	8	7	1
	F	3	2	
TVI	M	5	4	1
	F	5	3	2
		36	19	5

The employers most frequently mentioned the following personal qualities of their employees that contributed to their value as workers: "good, steady worker," "reliable," "pleasant," "conscientious," "punctual," "fast worker," "ambitious," "good attendance," and "willingness to work and learn."

Thirty-five supervisors felt that there were no personal qualities that detracted from their employees' value as workers. Of those who listed detracting personal qualities, the following examples were mentioned: "needs better human relations," "making like he understands when he doesn't," "tendency toward a short temper," "terribly stubborn; not careful in work," "hearing loss," "likes to daydream and waste time," and "likes to talk to other deaf people while working."

Attitude and Additional Comments of Immediate Supervisors. Forty-eight supervisors favored having more deaf people working under them. Seven supervisors did not favor hiring more deaf employees, four were not sure, and one did not respond. Some of those who favored employing the deaf commented that with deaf employees "you spend a few more dollars on training, but you get it back in dependability," "a noisy environment is better for the deaf than the hearing," "the deaf are above average workers in many areas," "the deaf are more reliable employees," "the deaf don't waste time on the job," "in the typing and keypunching area the deaf are fantastic," "working with their hands they are above average," "deaf people are not accident prone; hazards are decreased in the printing area," and "I get more work out of deaf people with less complaint." Those who either did not want or were not sure they wanted more deaf individuals employed mentioned

physical dangers to deaf people in certain jobs, the need for a permanent supervisor for deaf employees if too many were hired, communication difficulties, and the necessity of hearing for satisfactory work in some jobs.

Size and Nature of Company. The majority of the companies had more than 80 people employed of which 1-10 people were deaf. Twenty-five of the 60 former students were employed at manufacturing companies, 10 worked at finance and insurance companies, 8 at government employment, 6 each in contract construction and the wholesale and retail trade, and 5 in service-type work.

Vocational Rehabilitation Counselors

General Information. Sixty-one questionnaires concerning hearing-impaired clients were completed by 47 vocational rehabilitation counselors. The number of clients ranged from one to eight.

For purposes of simplicity, each of the 61 sets of questionnaire responses was treated as if 61 individual supervisors had made them.

Procedure for Referral. The sources of referral information for vocational rehabilitation counselors are listed in Appendix A, Table 46. The primary sources are the media (mailings, films, periodicals, etc.); public, private, and government agencies; schools for the deaf; the post-secondary programs (general); and high school programs for the deaf. Other sources include private physicians, organizations for the deaf, Gallaudet College, and the deaf community in general.

Interaction between counselors and programs is high. Counselors both contact and are contacted by the model post-secondary programs for the deaf, with 51 reporting being contacted by a program and 53 also reporting making at least some contacts on their own initiative. The counselors indicated that a formal referral procedure commonly is employed. Medical data is secured, social and educational information is provided, a plan is devised for the client, and the counselor and the program coordinate details.

Counselors noted the following positive aspects: a sharing of information and communication and cooperation among all persons and agencies involved in the referral, and cooperation and attention of staff

in describing and making services available to the client. Negative aspects cited included (1) need for more knowledgeable personnel to service the state, (2) distance between counselor's office and the training facility, (3) occasional unavailability of information, and (4) procedures and materials that can be time-consuming.

Counselors were asked what changes, if any, they would make in the present referral procedures. Five of the changes suggested dealt with time delays--in acceptance of applications, use of waiting lists, and the time lapse between referral and start of training. Other changes suggested included a sharpening-up of intake and testing, and letting the specific program be responsible for compilation of data concerning the client.

Training Received by Client. The majority (78.7%) of those responding felt the training received by their clients in post-secondary programs was adequate; 11.5% thought it was not adequate; and 9.8% gave no response (Table 20). Those counselors who felt the training received by their client was adequate generally indicated that the programs provided practical and realistic training that not only lead to adequate job placement and adjustment but also aided in the development of social skills. The counseling provided by the programs was considered particularly good (see Appendix A, Table 47). Those who felt the training provided was not adequate generally thought that the particular program did not meet the client's individual vocational needs. Four respondents reported that their client quit the program, two felt the training course taken was not the

correct one, and two reported that the client was terminated because of absence (see Appendix A, Table 48).

Table 20

Counselor's Assessment of Post-Secondary Training Received by Client

	Delgado	Seattle	TVI	Total	Per cent
Adequate	8	20	20	48	78.7
Inadequate	3	2	2	7	11.5
No response	5	0	1	6	9.8
Total	16	22	23	61	100.0

Approximately one half (30) of the counselors reported they had played a major role in recommendation for training, 29 said they had not, two gave no response (Table 21). The greatest role played by the counselors who did participate in recommendations for training was in vocational evaluation and recommendation (See Appendix A, Table 49). Of those counselors (29 of 61) who had not played a major role in recommendation for training, only 5 counselors indicated they should have played a greater role. The distance between many counselors' offices and the programs was mentioned as preventing more input by the counselors into recommendations for training. There appeared to be a general feeling that the particular program could handle most aspects of the training. The counselors felt they could contribute to the recommendations for training by providing counseling and guidance, making the client aware of educational resources available, and helping the client to cope with the advanced training he would undergo (see Appendix A, Table 50).

Table 21

Vocational Rehabilitation Counselor's Role in Recommendation for Specific Training

	Delgado	Seattle	TVI	Total	Per cent
Major	8	13	9	30	49.2
Minor	8	9	12	29	47.5
No response	0	0	2	2	3.3
Total	16	22	23	61	100.0

As indicated in Table 22, only 16 of the 61 counselors (approximately one quarter) considered the client's schooling prior to post-secondary training adequate. The counselors focused on the lack of communication skills on the part of the client, indicating that these skills and academic skills were not taught adequately (see Appendix A, Table 51).

Table 22

Counselor's Assessment of Client's Secondary Education

	Delgado	Seattle	TVI	Total	Per cent
Adequate	3	3	10	16	26.2
Inadequate	12	17	11	40	65.6
No response	1	2	2	5	8.2
Total	16	22	23	61	100.0

Communication with Client. Sign language and fingerspelling were used by more than one half of the counselors in communication with their clients (Table 23). Speech, speechreading, and writing were also frequently employed. In terms of understanding the client's communication, 55 of 60 respondents reported they understood all

or most of their clients communication. If a counselor did not fully understand a client's communication, he most commonly resorted to: writing, parents, repeating and checking, and interpreters. Understanding of the client's speech alone was more difficult with 22 (36%) reporting they understood all or most of it and 36 (59%) understanding some or none. Three made no response.

Table 23

Mode(s) of Communication Used by Vocational Rehabilitation Counselors with Clients

	Delgado	Seattle	TVI	Total
Speech and speech-reading	6	10	12	28
Sign language	10	14	13	37
Fingerspelling	12	13	11	36
Writing	7	9	9	25
Gestures	0	1	8	9
Other	0	1	1	2
No response	1	0	0	1
Interpreter aid	1	2	4	7

Counselors were asked to indicate the modes of communication used between the client and his parents. Speech and speechreading were most common (37), followed by gesture. Complete results are presented in Table 24. Asked to rate the effectiveness of communication between a client and his parents, 15 counselors rated it ineffective and 35 effective. No response was given for 11 clients.

Table 24

Manner of Communication Employed by the Parents (Guardians) of the Client with Their Child

	Delgado	Seattle	TVI	Total
Speech and speech-reading	10	15	12	37
Writing	4	10	5	19
Gestures	7	11	7	25
Sign Language	6	1	6	13
Fingerspelling	5	2	3	10
Not available	2	3	4	9
Other	0	0	0	0
No response	0	1	1	2

Additional Information. Additional information supplied by the counselors may be found in Appendix A, Table 52.

Parents

General Information. Of the 91 parent questionnaires returned, 74 were received from both parents in a family (37 sets). One form intended for the mother was completed by a brother and returned as such. Of the 17 unmatched returns, 13 were returned by mothers (including 1 guardian), 3 were completed by fathers, and 1 by a grandfather. The data presented here were treated by analyzing each form separately, with adjustments for forms completed with identical answers.

The total sample consisted of 80 hearing, 7 hard of hearing, and 3 deaf parents of former students. One parent did not state his hearing status (Table 25).

Table 25

Hearing Status of Parents

School	Hearing	Hard of Hearing	Deaf	NR	Total
Delgado	28	2	2	0	32
Seattle	25	4	0	1	30
TVI	27	1	1	0	29
Totals	80	7	3	1	91

Occupational Status of Son or Daughter. The occupational status of respondents' children is presented in Table 26. In order of decreasing frequency, respondents' children were working full-time, working part-time, going to school or looking for work. Some parents stated that their children were working full-time and looking for more gainful employment or working part-time and looking for full-time employment.

Table 26

Working Status of Child

Status	Delgado		Seattle		TVI		Total	
	Mother	Father	Mother	Father	Mother	Father	Mother	Father
Working full-time	7	7	9	5	14	10	30	22
Going to school	6	4	2	2	2	1	10	7
Looking for work	3	3	5	4	1	1	9	8
Working part-time	3	2	2	1	0	0	5	3
A homemaker employed outside	0	0	0	0	1	1	1	1
Other	0	0	1	0	0	0	1	0
No response	0	0	0	1	0	0	0	1

When asked if they felt their child's current job was a good one, the majority of the parent sample responded affirmatively, relatively few responded negatively, and a large number (30 out of 71) did not respond (see Table 27).

Table 27

Parents' Feeling about Child's Job

Feeling	Delgado		Seattle		TVI		Total	
	Mother	Father	Mother	Father	Mother	Father	Mother	Father
Good job	7	6	6	7	12	8	25	21
Not a good job	3	3	1	4	2	2	6	9
No response	7	6	6	6	3	2	16	14

Those parents who considered their child's job a good one frequently mentioned as factors the child's satisfaction with the work, happiness on the job, and interest in the occupation. Such terms are mentioned 23 times throughout the responses. Other determining factors included (1) being trained for the job, (2) good pay, and (3) good benefits, retirement plan, and chance for advancement (see Appendix A, Table 53,

for a complete list of reasons by school sample).

Of those parents who felt the job held by their child was not a good one, three Delgado respondents mentioned inadequate pay as determining their opinion. The remaining respondents indicated generally that their children were not employed in the areas in which they were trained (see Appendix A, Table 54).

Refer to Table 55, Appendix A, for a list of the jobs parents thought would be good for their child. Reasons parents gave for why they felt a particular job would be good for their son or daughter were generally the same reasons as those given for their opinions of the child's present employment. Their opinion was influenced mostly by the child's liking of the job and interest in it, their training for the particular job, and the child's ability and possession of specific skills (refer also to Appendix A, Table 56).

Vocational/Technical Training A predominant number of respondents' children attended residential schools for the deaf for at least part of their secondary education (Table 28). The next largest group attended integrated high school programs and the remainder enrolled in day programs for the deaf. Some parents indicated that their children attended more than one of the above-mentioned programs during their secondary education, with the most common pattern involving movement from a day or integrated program to a residential school.

Most former students graduated from the post-secondary programs for the hearing impaired under discussion, although the number of parents of former Delgado students who stated that their children had graduated from the program was proportionately lower than those of the TVI and Seattle respondents (see Table 29).

Table 28

Child's Education at Secondary Level

School Type	Delgado		Seattle		TVI		Total	
	Mother	Father	Mother	Father	Mother	Father	Mother	Father
Residential	13	10	10	9	12	8	35	27
Integrated High School	6	7	7	4	5	4	18	15
Day Program	4	2	4	2	4	3	12	7
No response	0	0	1	0	0	0	1	0

Table 29

Child's Graduation Status

Status	Delgado		Seattle		TVI		Total	
	Mother	Father	Mother	Father	Mother	Father	Mother	Father
Graduated	6	10	10	5	12	10	28	25
Did not graduate	10	5	5	6	2	2	17	13
No response	1	0	2	2	1	0	4	2
Still enrolled	0	0	0	0	2	0	2	0

Most former students received outside financial assistance during their course of study. Table 57, Appendix A, lists the sources of financial assistance cited by the parents of former students. Most assistance is provided by rehabilitation agencies, mostly on federal and state levels.

When asked if their children encountered difficulties during their course of study, 19 of 51 mothers and 12 of 40 fathers answered in the affirmative (Table 30). The parents who responded affirmatively cited problems with course work and/or the instructor as the most frequently encountered difficulty. Other difficulties mentioned included lack of funds, inability to adjust, and inadequate living accomodations (refer to Appendix A, Table 58, for a complete list of difficulties cited).

Table 30

Did Child Encounter Difficulties During Course of Study?

	Delgado		Seattle		TVI		Total	
	Mother	Father	Mother	Father	Mother	Father	Mother	Father
Yes	8	5	7	4	4	3	19	12
No	8	9	8	7	9	8	25	24
No response	1	1	2	2	4	1	7	4

Reactions to Vocational/Technical Training. The majority of parents favored post-secondary programs for the hearing impaired within on-going programs for students with normal hearing. These parents generally felt that the deaf must learn to cope with the hearing world and such programs provide a "normal atmosphere for adjustment to future living and working conditions." Almost all of the respondents touched in one way or another on the necessity to adjust to the dominant hearing world. Other factors cited were social life associated with the deaf and equal opportunity (see Appendix A, Table 59).

Relatively few parents did not favor such programs or were not sure of their feelings. Reasons for their opinions were diverse (Table 60, Appendix A). Three Seattle replies indicated that they felt deaf children could not compete on the same level as hearing children.

Most parents stated they were satisfied with their child's vocational/technical training (see Table 31 below). The general impression given was that the parents felt the programs provided the training necessary to obtain a job and compete with hearing peers. The emphasis quite often appeared to be a concern that the child would be capable of self-support; the parents felt the programs were providing the students with this capability (see Appendix A, Table 61).

Table 31

Parents' Feeling About Child's Post-Secondary Training

	Delgado		Seattle		TVI		Total	
	Mother	Father	Mother	Father	Mother	Father	Mother	Father
Satisfied	9	7	11	7	13	9	33	23
Dissatisfied	1	2	2	2	1	1	4	5
Mixed reaction	7	6	3	3	1	1	11	10
No response	0	0	1	1	2	1	3	2

A relatively small segment of the parent sample indicated dissatisfaction with the technical/vocational training of their children. Reasons given for their dissatisfaction are presented in Appendix A, Table 62.

A fairly large number of parents had mixed reactions about the programs their children attended. Although diverse, their reasons for this opinion seemed to focus on three general areas: (1) inappropriate training for the child, (2) inadequate preparation for employment, and (3) lack of follow-up (see Appendix A, Table 63).

Analysis by program indicates that while the majority of parents of former TVI and Seattle students were satisfied with the training provided, as shown in Table 31, only fifty per cent of the Delgado respondents were satisfied. The remaining half of the Delgado sample was either dissatisfied with or had mixed reactions toward the program.

An underlying theme of many of the responses was the parents' concern that the child be independent and self-supporting. As far as many parents were concerned, the programs were fostering independence and self-discipline in the students. Other good points listed were: ability to get along with people, self-confidence, training for a job

where deafness is not a disadvantage, personal attention and excellent counseling, integration with hearing, excellenc training, understanding teachers, and good facilities (see Appendix D, Table 64).

Among the bad points cited in the child's training were: distance and transportation, lack of interpreters and lack of clarity in explanation on the part of the interpreters and the hearing teachers, not enough attention being given to individual choices, the deaf are pushed into classes they are not ready for, very costly, lack of adequate housing facilities, lack of communication between administration and teachers, and the need for more communication with parents and counselors (see Appendix A, Table 65).

Most parents of former TVI and Delgado students felt their contact with the respective programs was adequate. Seattle's sample, generally felt that the contact was inadequate (see Table 32).

Those who felt they had adequate contact with the school cited campus and school visits, correspondence, and phoning as the most frequent modes of contact. Seattle respondents felt good counselors and a cooperative staff helped to maintain adequate contact. TVI respondents cited open houses and efforts of the program and personnel to maintain close contact with the parents (see Appendix A, Table 66).

Table 32

Parent-Program Contact

	Delgado		Seattle		TVI		Total	
	Mother	Father	Mother	Father	Mother	Father	Mother	Father
Adequate	10	8	7	2	8	8	25	18
Inadequate	4	3	7	7	4	2	15	12
No response	3	4	3	4	5	2	11	10

Additional Comments. All additional comments are listed in Appendix A, Table 67, in their entirety.

DISCUSSION

The reader is advised to review the background material in Monograph I (Moores, Harlow and Fisher, 1974a) before continuing in order to have a frame of reference for the discussion. Much of the data gathered in the present study in the interviews with workers and supervisors is related to that of the New England study conducted ten years previously (Boatner, Stuckless and Moores, 1964; Moores, 1969). Comparisons of results may provide a rough idea of progress over the ten year period and the impact of post-secondary vocational/technical training on the vocational status of deaf adults.

Interviews -- Former Students Now Employed and Immediate Supervisors

Boatner, Stuckless and Moores (1964) reported that the vocational status of young deaf adults in New England was lower than the general population as evidenced by:

1) a preponderance of workers in semi-skilled and unskilled positions
2) low wages
3) high unemployment
4) poor placement and counseling services
5) limited chances of advancement without further training
6) communication difficulties

Kronenberg and Blake's Southwest replication study (1965) generally found the same results. These results provide a standard of comparison by which the status of deaf employees and post-secondary programs can be examined.

Most of the New England sample members were employed in semi-skilled or unskilled positions. Only 17% of those sample members who

indicated a vocational aspiration were content to remain in such positions. The remainder aspired to professional, technical-trade or commercial positions. Table 33 shows how deaf employees who had attended one of the post-secondary programs fared in relation to the occupational grouping utilized by Boatner, Stuckless and Moores. Seventy-five percent of former post-secondary students in the present study have jobs in the technical and trades, and commercial categories. Nearly 67% of the New England sample fell into the semi-skilled and unskilled categories. Of the 12 former post-secondary students in the unskilled category, none were trained for these positions by the programs, although placement was aided in at least one case. Nine of the 12 had attended the Delgado program for the deaf.

Table 33 suggests an upward mobility from semi-skilled and unskilled occupations to commercial and technical and trades occupations. Although the populations may be somewhat different -- evidence presented in a later report will report an average performance IQ of 108 for the students in the three programs in the present study -- the trends are encouraging.

The post-secondary programs, then, apparently have eliminated a preponderance of workers within semi-skilled and unskilled positions. In terms of advancement, however, the prospects for former post-secondary students are very similar to those held by the New England young deaf adults of ten years earlier. No expansion of opportunity for deaf students appears to exist within the limits of this sample. There also appears to be a "loading" of individuals on the basis

Table 33

Comparative Classification of Occupational Status of Young Deaf Adults

Occupational standing	New England sample (1964)		Post-secondary sample	
	Number	Percentage	Number	Percentage
Professional	0	0	1	2
Technical and trades	17	17.17	27	45
Commercial	16	16.16	18	30
Semi-skilled	34	34.34	2	3
Unskilled	32	32.32	12	20
Total	99	100.00%	60	100.00%

Table 33

Comparative Classification of Occupational Status of Young Deaf Adults

al standing	New England sample (1964)		Post-secondary sample (1974)	
	Number	Percentage	Number	Percentage
al	0	0	1	2
and trades	17	17.17	27	45
	16	16.16	18	30
ed	34	34.34	2	3
	32	32.32	12	20
	99	100.00%	60	100.00%

of sex and within certain job categories, e.g., printing for deaf males and general office practice (clerical, key punch, etc.) for deaf females. Very few of the sample members appear to be in occupations different from those reported by Boatner, Stuckless and Moores. Possible explanations for the absence of new and different employment and the presence of many individuals in a few job categories could include: 1) It may be difficult to place deaf individuals into areas where deaf people have not been employed before. Because of this, and because obtaining employment may be a first priority, deaf students may enter training for jobs that are more readily available; 2) The idea of "traditional" occupations for the deaf may still operate. Printing and general office practice positions are areas into which the deaf have entered in large numbers. By way of illustration, seven of nine males from the St. Paul TVI program were in printing positions; 10 of 10 females in the same program held general office practice occupations. Overall, 16 of 19 females had jobs in the clerical and sales occupations categories, holding only five different clerical occupations. In contrast, males are more generally spread throughout job categories. Opportunities for females within, and without, the programs are more restricted.

Consideration of job positions within categories reveals that within Category 1 (Professional, technical, and managerial) there is one person holding a "professional" position and no one occupying a managerial position. The remaining employees held positions considered "technical." In Category 2 (Clerical and sales), there were no individuals holding sales occupations; all held clerical-

type jobs. This paucity of individuals within the professional, managerial and sales occupations may be due to several factors: 1) the technical-vocational programs do not generally train students for professional or managerial positions; 2) the young age of the interviewees precludes managerial or professional positions; and 3) sales occupations depend upon individuals with high verbal ability. The most promising areas, in financial terms, seem to be structural occupations such as welding. It appears that more emphasis should be placed on these categories.

Boatner, Stuckless and Moores also used wages as an indicator of occupational status. Their estimates placed the wages of the deaf at between 22 and 35% below the earnings of hearing siblings. Salaries of the deaf males in the current sample were approximately 11% above hearing males in the 20-24 age group. In the older age groups, salaries ranged from 12 to 14% below their hearing peers. Deaf females, in the two age groups compared, earned from 12 to 18% more than their hearing counterparts. Female salaries, both hearing and deaf, were considerably below male salaries. On the basis of the results from this sample, then, deaf males in the older age brackets are still earning less than the general hearing population but younger deaf males are doing relatively well.

Boatner, Stuckless and Moores reported high unemployment in the sample they interviewed. Unemployment was not considered in the current sample.

Boatner, Stuckless and Moores reported that employment conditions then were unfavorable to young deaf adults. In spite of this, 95%

of the supervisors in that sample rated their deaf employees average or above average as workers. And most of the supervisors (77%) said they would favor having more deaf employees. Conversely, 87% of the deaf employees were considered to have limited or no opportunity for advancement in their present employment without additional training.

Employment conditions for the young deaf adults in the current sample appear to have been ameliorated somewhat, although still less than favorable. Consistent with the New England findings, nearly 92% of the supervisors rated their employees average or above average as workers. And 48 of 60 supervisors (80%) favored having more deaf employees working under them. In spite of this, 68% of the deaf employees were considered to have limited or no opportunity for advancement with further training; 60% were thought to have limited or no opportunity for advancement without further training. In each case 30% of the supervisors thought their employees could progress with on-the-job training. Thus, although the post-secondary students have obtained jobs mostly in the technical and commercial fields, their chances for advancement still appear to be slim. This may be due to 1) the nature of the jobs obtained, offering little advancement potential, and 2) the supervisors' view of the deaf worker--most see the deaf employee as capable of handling his present employment, but incapable of handling advanced positions because of his handicap.

Boatner, Stuckless and Moores attributed the low occupational status of young deaf adults directly to the presence of deafness. The major problem mentioned by supervisors in that sample was the problem of communication with deaf employees. Similarly, 67% of the supervisors

in the current sample mentioned communication difficulties as the main complication on the job. It is interesting to note that in the first survey ever conducted of supervisors of deaf workers (Robinson, Park, & Axling, 1904) it was reported that the major difficulty was communication. A majority (62%) of the deaf employees in the New England sample reported they used other media (primarily writing) in addition to, or in the place of, speech to communicate to the supervisor. Fifty-six per cent of the deaf employees in that sample reported their supervisors used other media in addition to, or in place of, speech to communicate to them. Deaf employees in the current sample most commonly used a combination of modes to communicate, particularly writing and speech. Fifty per cent of the current sample indicated they understood their supervisor's communication most of the time and 32% understood it only sometimes. On the other hand, 58% of the supervisors believed their deaf employees understood their communication usually and 30% of the supervisors believed their deaf employees had no speech. Communication, now as then, remains a major obstacle for the deaf employee on the job. Encouraging is the fact that some of the supervisors have learned or are learning the use of signs and fingerspelling for purposes of communication.

Boatner, Stuckless and Moores indicated there was a need for appropriate counseling and placement services to increase deaf workers' chances for advancement. They thought that major advancement would come from providing deaf students with new skills and placing them directly into new skilled occupations rather than attempting to upgrade present skills. The model post-secondary programs have provided

counseling and placement services. Use is made of program counselors and technical-vocational teachers to aid in placement at two of the three programs. Many jobs (17), however, were still located through the aid of friends, parents and other relatives, a source heavily used by the New England sample members. Eight of the 17 jobs were located in this manner by former Delgado program students. And it would appear that the hope for major advancement on the job through the use of counseling and placement services has not yet been realized. Of the supervisors in the current sample 68% thought their employees had limited or no chances for advancement with further training. This reflects, as was mentioned previously, the quality and range of the jobs obtained which are essentially similar to the occupations reported in the New England sample.

The authors of the New England study found that most of the young deaf adults in their sample thought their present occupations satisfactory, but that less than half apparently liked their jobs. On the basis of this response, and the fact that 83% of the employed deaf adults aspired to occupations requiring extensive formal training, Boatner, Stuckless and Moores concluded that the need for advanced vocational education programs was evident. 95% of the deaf workers in the current sample found their jobs "o.k." or liked them very much; 58% wanted to keep their current employment. The choice of future occupations made by the deaf employees indicates that their aspirations have been shaped by the post-secondary programs. Most occupations chosen were within the realm of courses offered by the programs and most choices fell within a relatively narrow range of program course offerings.

Of the former post-secondary students in the current sample, 73% approved of the idea of technical-vocational programs; only 8% did not like the idea even though 33% expressed some dissatisfaction with their own post-secondary training. The current sample members were obviously pleased with the opportunity to obtain advanced training; it was specifically mentioned in many of the responses. The supportive services--interpreters, tutors, counselors, etc.--were also appreciated by many of the students. Those students who were not satisfied with their training gave evidence of a certain amount of sophisticated awareness in their responses--training was not adequate, or advanced enough; one program director was felt to have too much control over deaf students; machinery was not adequate. These responses (33%) may indicate that the programs have not yet managed to develop the full potential of some of their deaf students.

The placement of the programs for the deaf within existing hearing institutions appears to have had an effect upon the deaf students' choice of peers. In the New England sample, 51% of the students and employees interviewed preferred deaf peers if they were to attend such a program whereas 68% of the former post-secondary students preferred both deaf and hearing peers or it made no difference to them. The reasons given for these choices of peers may indicate a rising consciousness in deaf students concerning their position relative to hearing individuals; the flavor of the replies is that deaf people are equal to hearing people. Although the number of former students who have married so far are relatively small, there is a possible trend suggesting a much higher rate of deaf/hearing intermarriage than would be predicted on the basis of past figures.

Questionnaires - Parents and Vocational Rehabilitation Counselors

Many parents were influenced not only by practical considerations for their child's welfare but also by the child's apparent satisfaction with his employment. This latter point may indicate the influence of post-secondary training in facilitating upward movement in the job market. Difficulties of deaf people in obtaining employment prior to the establishment of the model post-secondary programs would lead one to expect "practical" considerations to be of paramount concern; i.e., that the child be capable of self-support. Former post-secondary students may be obtaining employment that offers a greater latitude of options, jobs that allow the deaf employee the "luxury" of personal satisfaction. The apparent upward movement has made possible the practical attractions of better employment--better wages, retirement benefits, good working conditions, chance for advancement. Conversely, those parents who felt their child's job was not a good one mentioned inadequate pay and not being in the area for which the person was trained.

It is obvious that many parents see the model post-secondary programs as a key to a better future for deaf students, a result not surprising considering the lack of opportunity prior to the establishment of such programs. Their view of the programs is decidedly practical. The flavor of the responses is that the programs should make the student capable of self-support in the hearing world, and that integration within existing hearing institutions is a good way of accomplishing this. The parents seemed particularly pleased about the opportunity for their deaf children to have contact with hearing

students, some apparently expressing the fear that their child might be segregated from the hearing population if trained only with other deaf students.

It is interesting that the parents see technical-vocational training almost solely in terms of necessity and yet, when the child obtains a job, are influenced by the child's personal satisfaction with the employment. This may indicate that the parents' view of the deaf child's capabilities is limited by prior experiences with educational trainirs but is expanded by the employment the deaf student is now obtaining. If this is true, the model post-secondary programs may be aiding in a "raising of consciousness" on the part of both parents and students. Expectations of the parents prior to and during training certainly appear to be somewhat low. Many of the parents who said they had mixed reactions to the programs indicated their child had not completed his training, had inadequate training, or had been pushed into the wrong vocation--a situation conducive to a more negative reaction. These apparently low expectations say little for schooling experienced prior to technical-vocational training.

Most negative aspects of training cited by the parents center on operational difficulties; very few found fault with the basic concept of the programs. They were concerned with money, distance, housing, transportation, lack of interpreters, length of programs, and lack of modern equipment.

Finally, as far as the parents are concerned, the post-secondary programs are fostering in their deaf children the intangibles necessary

for successful living--maturation, responsibility, ability to cope, independence, discipline, ability to get along with people, self-confidence, and self-sufficiency. These qualities, of course, are not measureable, but the development of them constitutes an important part of any educational training. The model post-secondary programs have, it seems, attained a measure of success in this development process.

Like the parents, the majority of Vocational Rehabilitation (V-R) counselors felt the training received by their clients was adequate. And, like the parents, the V-R counselors centered on the realistic and practical training afforded the deaf students and the opportunities for development of social skills. Their concern was the same as the parents'--that the client be capable of self-support. For that reason, their responses also emphasize the practical benefits of the programs (in a more detailed manner), citing such aspects as counseling, physical plant, appropriate evaluation, flexible programming, preparatory program and other ancillary services.

Interaction between the programs and the counselors is high, and the counselors apparently perceive themselves as having a definite role in relation to recommendation for training. They generally felt that their role was to provide guidance and counseling to make the client aware of what to expect and to enable him to cope with advanced training. Few suggested direct involvement in the training process. Distance from the regional programs obviously prevents many from greater involvement in the client's training.

Most negative aspects cited by the counselors also focused upon operational difficulties rather than on the basic concept of the program. Problems mentioned included distance from facility and, particularly, time-consuming procedures and delays.

Contrary to their opinion of post-secondary training, most counselors found their client's secondary schooling inadequate, focusing on the lack of academic and communication skills. This lack has also been commented upon by post-secondary staff; the preparatory programs are an attempt to ameliorate the deficiencies brought by the students from the secondary schools. The lack of necessary skills obviously slows and lengthens the training process.

The use of multiple modes of communication with the client by the counselor evidently results in good understanding since 55 of 60 respondents reported they understood most or all of the client's communication--a fortunate circumstance since many of the counselors understood none, or only some, of the client's speech when used alone. Effectiveness of communication is obviously of more importance where possible training or employment is the first concern, and the counselors appear to accomplish this through a wide variety of means.

The V-R counselors also indicated that the parents of their clients relied more heavily on speech and speechreading, gestures and writing in communication efforts, and most of the counselors rated this communication effective. The reliance on writing and gestures suggests, however, that the communication may be less than systematic, a situation not conducive to complete comprehension.

CONCLUSIONS

1. The occupational status of former students of the three post-secondary programs under study gives evidence that the programs have facilitated an upward movement in the job market as compared to the occupational status of young deaf adults ten years previously. The upward mobility is from unskilled and semi-skilled occupations to commercial and technical positions.

2. However, no new major breakthroughs in occupations were observed. There was a tendency to cluster in certain occupations such as general office practice and printing.

3. Training, placement opportunities, salaries, and chances for advancement for deaf females were much more restrictive than for deaf males.

4. Former students report more job satisfaction than has been found in previous studies. The vocational aspirations of the former post-secondary students have been influenced by the technical-vocational programs they attended. Most of the desired future occupations were within the realm of program course offerings.

5. Immediate supervisors continue to regard their deaf workers as desirable employees as indicated by their favorable reports concerning job performance and willingness to have one or more deaf workers. However, opportunities for advancement for deaf workers continue to be limited with or without further training. This was attributed in part to 1) the nature of the jobs obtained and 2) the supervisor's view of the deaf worker, who, for the most part, saw communication difficulties limiting further advancement.

6. Comparative figures suggest that the young deaf adults interviewed, both male and female, earn higher salaries than hearing adults of equivalent ages. Given apparent limitations in opportunities for advancement, it is unclear whether this relative advantage will continue or not.

7. The major problem on the job for the deaf worker and his supervisor continues to be one of communication. This is a major factor in limiting advancement of the deaf individual. Encouraging is the fact that several supervisors indicated they were either using sign language and fingerspelling or were learning the use of these skills.

8. Most former post-secondary students (73%) approved of the idea of technical-vocational programs for the deaf, were positive toward their programs, and most were appreciative of the training and supportive services afforded them.

9. The majority of parents favored post-secondary programs for the hearing-impaired within on-going programs for students with normal hearing. They generally felt that the deaf child must learn to cope with the hearing world and that such programs provide a "normal atmosphere for adjustment to future living and working conditions."

10. Most parents were satisfied with their child's vocational-technical training, generally feeling the programs provided the training necessary to obtain a job and compete with hearing peers.

11. The majority of vocational rehabilitation counselors responding felt the training received by their clients in post-secondary programs was adequate; most felt secondary training received by their client was inadequate.

12. The counselors generally perceived themselves as having a definite role in relation to recommendation for training. They felt their role was to provide guidance and counseling to make the client aware of what to expect and to enable him to cope with advanced training. Few suggested direct involvement in the training process.

SUMMARY

The purpose of this study was to assess the occupational status of employed young deaf adults who had formerly attended model post-secondary programs for the deaf.

The population studied consisted of 60 employed former students and the 49 immediate supervisors of these deaf workers. Interviews on-the-job were conducted with the workers and supervisors to obtain data.

Results indicate that the model post-secondary programs have facilitated an upward movement of deaf workers into technical-trade and commercial occupations; however, the jobs obtained remain substantially the same as those reported by Boatner, Stuckless and Moores. Within the limits of the sample, there appears to be no expansion of opportunity for deaf workers. Certain job categories were found to hold a disproportionate number of individuals--printing for males and general office practice jobs for females, for example. Wages for deaf males in the older age brackets were found to be from 12 to 18% less than the earnings of hearing workers.

As was found by Boatner, Stuckless and Moores in their investigation, in spite of the fact that 92% of the deaf workers were rated average or above average as workers by their immediate supervisors, most of the supervisors perceived limited or no advancement for their deaf workers with or without further training.

Seventy-three present of the employed former students approved

of the concept of technical-vocational programs for the hearing-impaired. Their reasons for approval tended to center on the training such programs afford. The technical-vocational programs appear to have had an effect upon deaf students' choice of peers; 68% of the former post-secondary students indicated they would prefer both hearing and deaf peers at school.

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APPENDIX A--ADDITIONAL TABLES

Table 34

Employee's Reasons for Departure from Previous Employment

Male		#
1.	To go to school/college	2
2.	Didn't like the type of work	1
3.	Terrible pay	1
4.	I could not get along with the people there	1
5.	Bad health, hard to breathe, legs hurt	1
6.	Job was for older people, I wanted a job for a young man	1
7.	To look for another job	1
8.	Pay was bad	1
9.	Better pay at present job	1
10.	To go to school/college	10
11.	Laid off	4
12.	To take a job at aircraft company	1
13.	I did not have enough experience--I was laid off	1
14.	Business failed	1
15.	Place of employment was too far from home	1
16.	Pay was bad and work not steady	1
17.	I injured my back and had to quit	1
18.	Better chance of doing better--to attend school	1
19.	Would not let me learn the skills	1
20.	Present employment pays better and has better work	1
21.	To go to school/college	3
22.	Wanted full-time work	1
23.	No future	1
24.	To take another job	1
25.	To take a better job	1
26.	To find more friends in Minneapolis	1

Female		
1.	I did not like to work on weekends	1
2.	Laid off	2
3.	Got sick	1
4.	To take a job where deaf friends work	1

Table 35

Interviewee's Present Occupation and Desired Future Occupation

School	Sex		Present Occupation	Desired Occu	
	Male	Female		Same	Different
Delgado		x	postal clerk		homemaker
		x	clerk typist	x	
		x	proof machine operato	x	
		x	keypunch operator	x	
	x		draftsman		
	x		construction		letter sorting ma
	x		construction		
	x		construction		letter sorting ma
	x		construction		printer
	x		construction		carpentry
	x		stock clerk		truck driver
	x		clothing porter		
	x		construction		draftsman
	x		bookkeeper	x	
	x		othotics/prosthetics		
	x		shipping & receiving clerk	x	
	x		shipping & receiving clerk	x	
	x		installer, heating and air conditioning	x	
	x		dental lab technician		teacher of the de
	x		baker	x	
Seattle		x	counselor for deaf & MR	x	
		x	keypunch operator	x	
		x	proof machine operator		accountant/bookke
		x	power sewing machine operator	x	
		x	assembly, navigational devices		bio-medical techn
	x		postal clerk		postal supervisor
	x		jewelry designer & artist		horologist & desi
	x		welder		
	x		welder		
	x		machinist		electronics

Table 35

Interviewee's Present Occupation and Desired Future Occupation

Sex			Desired Occupation		
ale	Female	Present Occupation	Same	Different	Don't Know
	x	postal clerk		homemaker	
	x	clerk typist	x		
	x	proof machine operator	x		
	x	keypunch operator	x		
x		draftsman			x
x		construction		letter sorting machine opr	
x		construction			x
x		construction		letter sorting machine opr	
x		construction		printer	
x		construction		carpentry	
x		stock clerk		truck driver	
x		clothing porter			x
x		construction		draftsman	
x		bookkeeper	x		
x		othotics/prosthetics			x
x		shipping & receiving clerk	x		
x		shipping & receiving clerk	x		
x		installer, heating and air conditioning	x		
x		dental lab technician		teacher of the deaf	
x		baker	x		
	x	counselor for deaf & MR	x		
	x	keypunch operator	x		
	x	proof machine operator		accountant/bookkeeper	
	x	power sewing machine operator	x		
	x	assembly, navigational devices		bio-medical technician	
x		postal clerk		postal supervisor	
x		jewelry designer & artist		horologist & design work	
x		welder			x
x		welder			x
x		machinist		electronics	

Table 35 (continued)

School	Sex: Male	Sex: Female	Present Occupation	Same	Desired Occup: Different
Seattle (continued)	x		draftsman	x	
	x		printer		
	x		draftsman		
	x		draftsman	x	
	x		machinist	x	
	x		welder	x	
	x		assembly, missile & aircraft components		
	x		welder	x	
	x		machinist	x	
	x		carpenter	x	
	x		auto body worker	x	
TVI		x	clerk typist		homemaker
		x	keypunch operator		checking machine o
		x	keypunch operator		
		x	keypunch operator		
		x	data processing	x	
		x	data processing		
		x	data processing		tour guide for dea
		x	clerk typist		modeling
		x	clerk typist		homemaker
		x	clerk typist		
	x		cabinet maker		
	x		printer	x	
	x		printer		missionary/ministe
	x		maintenance engineering	x	
	x		dishwasher		postal worker
	x		printer	x	
	x		printer		
	x		printer		
	x		printer	x	
			TOTALS:	24	20

Table 35 (continued)

Sex			Desired Occupation		
Male	Female	Present Occupation	Same	Different	Don't Know
x		draftsman	x		
x		printer			x
x		draftsman			x
x		draftsman	x		
x		machinist	x		
x		welder	x		
x		assembly, missile & aircraft components			x
x		welder	x		
x		machinist	x		
x		carpenter	x		
x		auto body worker	x		
	x	clerk typist		homemaker	
	x	keypunch operator		checking machine operator	
	x	keypunch operator			x
	x	keypunch operator			x
	x	data processing	x		
	x	data processing			x
	x	data processing		tour guide for deaf in bank	
	x	clerk typist		modeling	
	x	clerk typist		homemaker	
	x	clerk typist			x
x		cabinet maker			x
x		printer	x		
x		printer		missionary/minister	
x		maintenance engineering	x		
x		dishwasher		postal worker	
x		printer	x		
x		printer			x
x		printer			x
x		printer	x		
		TOTALS:	24	20	16

Table 36

Why Interviewee Prefers to Attend School with Hearing Peers

Male	#
1. It is easier to communicate with hearing students.	1
2. I feel more comfortable with hearing students.	1
3. Because I was brought up that way.	1
4. It is difficult for me to understand sign language, after oral school; I feel different from the deaf.	1
Female	
1. It is easier to communicate with hearing students.	1

Why It Makes No Difference to the Interviewee Whether He Attends School with Hearing Student or Not

Male	#
1. Everyone is the same.	1
2. I can communicate with both - hearing can help with school work.	1
3. I don't care if I associate with deaf or hearing.	1
4. I like to associate with both hearing and deaf.	1
5. To have hearing and deaf communicate with each other.	1
6. I don't care as long as I learn what I need to learn.	1
7. I can understand speech on lips somewhat, but most times it is very confusing.	1
8. Interpreters help me, but speech of hearing people is too fast for me to read.	1
9. I can use total communication with both groups.	1
10. I don't mind associating with both groups.	1
11. Hearing people help interpret classroom materials.	1
12. People are people, I don't care if they are deaf or hearing.	1
Female	
1. I don't mind associating and communicating with both groups.	1
2. I like to communicate with both deaf and hearing people.	1
3. I go to school with hearing and deaf, it will help me to communicate.	1

Table 36 (continued)

Why Interviewee Would Like to go to School with Both Deaf and Hearing Students

		#
	Male	
1.	I can learn from both deaf and hearing.	2
2.	I get more experience with the hearing - communication.	1
3.	I want to learn speech from the hearing.	1
4.	The hearing can help with schoolwork.	1
5.	I can learn more from the hearing; deaf always talk about the same things, but I like to talk with them.	1
6.	I can learn more communication from the hearing.	1
7.	Both deaf and hearing help each other to communicate.	1
8.	I can act as a go-between, listen to the hearing and explain to the deaf.	1
9.	Hearing students can help the deaf student understand class materials.	1
10.	Hearing students can help interpret what the teacher is saying.	1
11.	Hearing and deaf have to learn to associate with one another; hearing can help to communicate.	1
12.	So I can communicate with both.	1
13.	I am more relaxed around deaf people, but I don't understand most of the sign language.	1
14.	I like to associate with both - to communicate with both	1
15.	Hearing people would help me learn more and help communication.	1
16.	I can make friends with both deaf and hearing.	1
17.	If I communicate with the hearing, perhaps it will help me to talk with them and help me to advance in my job.	1
18.	The deaf can sign, and hearing can help understand.	1
19.	It's good to communicate with both deaf and hearing friends.	1
20.	Deaf people need to learn how to associate with hearing people - their speech will determine if they don't.	1
	Female	
1.	I like to associate with both groups - hearing can help with communication.	1
2.	It is easy to get along with both, hearing helped with communication.	1
3.	If proper interpreting were available, a school with both would be preferable.	1
4.	Hearing people can help deaf people to understand some things.	1

Table 30 (continued)

Female - continued	#
5. Hearing students can help with deaf student interpret class materials.	1
6. I don't know.	1
7. I like to talk to both deaf and hearing people.	1
8. The deaf have to associate with hearing.	1
9. I'm not sure.	1
10. Hearing students can help interpret class lectures and help take notes.	1
11. Because I have both deaf and hearing friends.	1

Why Interviewee Prefers to Attend School with Deaf Students

Male	#
1. It is too difficult to communicate with the hearing; it is easier to sign with the deaf.	1
2. It is easier to communicate with the deaf; it is too difficult to communicate with the hearing.	1
3. It is easier to communicate with deaf students; interpreters help to understand the subjects.	1
4. I can make good friends with both deaf and hearing.	1

Female	
1. It is easier to communicate with deaf students.	1
2. Sometimes it is difficult for me to understand hearing people.	1
3. Communication is easier.	1
4. It is easier to communicate with deaf people.	1

Table 37

Why Interviewee Was Not Satisfied with Post-Secondary Training

Delgado

Male:
1. The program did not have the courses I wanted, and the head counselor refused to help me transfer to Seattle or TVI. I was stuck at school. The catalog fooled me into thinking the program was really good. I was disappointed when I arrived.
2. Training is not good; it did not prepare me for the work I am doing.
3. The program was too small, and the equipment was out of date.
4. They did not have a major in photography. I had to take carpentry instead.
5. I did not learn anything at all; training was not good.
6. I did not get the subject area I wanted.
7. I took drafting, and it was too difficult for me.
8. The director never signed or fingerspelled and had too much control over the students.
9. Counselor would not let me take business accounting. I had to take accounting instead.

Female:
1. I was told that Delgado would help me find a job when I graduated. They didn't. I wanted computer programming, but prep program head said no, and I had to take the secretary's course (GOP).
2. Training was not adequate or sufficient; textbooks were of a remedial kind--much too easy for me.
3. Too much control by program director; I was forced to take subjects I did not want. I wanted to take accounting and had to take business machines.

Seattle

Male:
1. Not enough instruction in practical advanced technology. Too simple. Teachers and deaf program personnel did not pay enough attention to the student. Did not seem to care about what the student is doing.
2. Welding program did not offer enough--stainless steel welding, for example.
3. It was difficult to understand communication about subjects. Teachers were hearing and could not interpret.
4. Satisfied, but a particular teacher was not patient enough with hearing-impaired students.

Female:
1. I was not satisfied with television repair. There was not enough training, and students did not learn how to repair color television.
2. Satisfied, but tutoring help was not adequate; there was not enough tutoring.

TVI

Male:
1. Cabinet making was too difficult for me.
2. Machinery program was old and did not give good enough training for future jobs with new machinery. I want more depth in the department.
3. Yes and no--some of the teachers talked too fast for me to understand.

Female:
1. Sewing training was boring.
2. Training was fine, but students there don't talk in a nice way.

Table 38

Reasons Why Supervisors Consider Training Inadequate

Delgado

1. The school didn't teach the employee how to perform.
2. The school has nothing to teach anyone -- bad teaching. If the employee left a better school, he would have been better prepared.
3. Additional comments:
   a. Training was adequate; however, the employee should not have been placed in carpentry.
   b. Training was adequate, but schooling in carpentry was not good because the field was not presented realistically. Kids are forced into subject areas they don't want to go into or they are forced into subject areas that they should not be put into.
   c. Training was adequate, but the employee needed better counseling and was forced into the wrong field: he is making the best of it.

Seattle

1. There is no course in jewelry design --the employee learned on the job.
2. The employee's basic skills are OK, but he was essentially trained on the job.
3. Regardless of whether a person is deaf or not, students in the program are not trained to do what the company needs them to do: we must untrain trained habits. School is good for learning the basics.
4. The program offers too broad a base and not enough training in the details you run into in a machine shop; in the time that they have, they cover too much.
5. The employee's previous experience was in welding--that helped. Schools don't teach anyone the skills necessary for a job: on-the-job training does that.
6. No school trains.

TVI

1. TVI should have known that the employee could not be a good printer.
2. Additional comment: Training was adequate, but no school really gives a person the experience of production.

Table 39

Reasons Why Supervisors Feel That Additional Training Would Benefit Their Employees

Delgado

1. The employee could work in the computer area, but she would need to go to school to learn that. The employee can go no further than a clerk-typist in her current job. Beyond that, communication skills are required.
2. The employee is attending L. S. U. N. O.: any education would benefit this employee or anyone else.
3. Three week schooling at the American Institute of Bakers in New York or at the Wilton Decorating School in Chicago would give him additional skills.
4. On-the-job training rather than formal training would benefit the employee.
5. On-the-job training rather than formal training would benefit the employee.
6. On-the-job training rather than formal training will move the employee up the ladder.
7. On-the-job training rather than formal training will move him up.
8. On-the-job training rather than formal training will move him up.
9. On-the-job training rather than formal training will move him up.
10. On-the-job training rather than formal training will move him up.
11. On-the-job training: the only way he can progress.
12. On-the-job training will help him progress. If there were a course to teach him to understand people better, I would recommend it.
13. On-the-job training or possibly a bookkeeping course by correspondence will help him progress.
14. An orthotics-prosthetics course will help him progress although he will come by these skills here, on the job.
15. On-the-job training will advance the employee. There are many job categories in this store. A business course would help him.
16. On-the-job training will help him be eligible for a different job category at Sears.
17. The employee should take more interest in his job. On-the-job training will give him better skills.
18. On-the-job training is the only means to advancement (there are no schools he could go to).

Seattle

1. He has a hard time receiving and carrying out instructions, being creative, and functioning independently.
2. Education is one thing that is looked at when considering promotions.
3. In-service counseling training: the employee is doing that now in addition to taking a psychology course at SCC.
4. The nature of this business is mainly on-the-job training. The employee could take some related courses that might get him into other areas or help him indirectly.
5. Formal training would not be of benefit to the employee for this type of work: better with experience only at this point.
6. On-the-job training rather than formal training will aid advancement.

Table 39 (continued)

Reasons Why Supervisors Feel That Additional Training Would Benefit Their Employees

Seattle

7. On-the-job training is more helpful than formal schooling. However, if a complete course were available, I would recommend it.
8. On-the-job training rather than formal training will aid advancement.
9. Experience (on-the-job training) rather than formal training will help. He is a journeyman welder; and the more experience he gets, the better he will be.
10. There are no training facilities in the United States other than on-the-job training.
11. The employee needs experience.
12. Experience is all the employee needs.
13. The employee is in the highest category--journeyman welder. Schooling doesn't help--on-the-job training is important only.
14. On-the-job training will help the employee advance.
15. On-the-job training rather than formal training will help the employee advance.
16. On-the-job training will help the employee advance.
17. On-the-job training is a better learning experience than formal schooling.

TVI

1. Bookkeeping or securities market training will give her more information about what she is doing.
2. It might help her to get training on a specific machine and in personal relationships.
3. She needs to be educated in the area of problem solving and reasoning--she needs improvement in this area.
4. Understanding the chemistry of ink will give him an additional skill with which to progress.
5. For the type of job the employee is doing, time must be devoted by the employee and not by a training program.
6. Experience is training in apprentice-journeyman positions--and the only way to advancement.
7. Additional training with bigger equipment would make the employee more promotable, but it would not increase her proficiency with the present machine (learn a new machine or a new skill).
8. On-the-job training will help the employee advance. The employee's communication skills need improvement.
9. The more the employee does, the more valuable he is: on-the-job training.
10. Basic training helps, but the rest is experience.
11. The employee needs many years of experience to be a good man in his trade.

Table 40

Reasons Why Supervisors Feel That Additional Training Would Not Benefit Their Employees

Delgado

1. The employee is limited by his communication difficulties.

Seattle

1. Keypunching is a dead-end job: no training would help.
2. Understanding and getting along with people should improve.
3. Not sure that additional training would help. I recommend more on-the-job training. (She is in the highest category she can go--Grade 5 Civil Service.)
4. Not sure that additional training would help--employee has further training already. The job is just a stop-gap for her until she finds what she is looking for.

TVI

1. Production and quality of work are excellent--no further training is necessary.
2. Production and quality of work are good--no further training is necessary.
3. There is no place to go from being a keypuncher.
4. Training would not help the employee go further in her current skill.
5. Additional training may help the employee get into another field. It won't help him in this one.
6. The employee did not like printing.
7. For the next position, the employee must take a test which is not related to her job (Civil Service Exam). The employee has failed the exam once because she cannot understand the questions. The employee feels that if someone were to interpret for her, she would do well.
8. Not sure that additional training would help. The employee needs to take more interest in her job.
9. Not sure that additional training would help--it depends on what the employee wants to do.

Table 41

Reasons Why Employee's Opportunities
for Advancement are Considerable

Delgado

1. With on-the-job training, he can progress considerably.
2. With on-the-job training, he can progress considerably.
3. With on-the-job training, he can progress considerably.
4. With on-the-job training, he can progress considerably.
5. With on-the-job training, he can progress considerably.
6. With on-the-job training, he can progress considerably.
7. With on-the-job training, he can progress considerably.

Seattle

1. He has somewhere between limited and considerable opportunities for advancement since he is an outstanding worker.
2. He has considerable opportunities for advancement since Sunderland Jewelry is a growing company.
3. The employee is a good performer.
4. He has considerable chances for advancement with on-the-job training.
5. He can be a full journeyman in auto body painting or body work.

TVI

1. Production and quality of the employee's work are excellent: she can work any high-speed operation.
2. Production and quality of work are good: she can work any high-speed operation.
3. She can obtain high grade jobs in another division that has a strict rule orientation.

Note: Six of the seven responses listed in Delgado's sample are by one supervisor.

Table 42

Reasons Why Employee's Opportunities for Advancement are Limited

Delgado

1. She is not guaranteed forty hours of work: she is part-time. To become a regular employee, space must be available. More communication is necessary in jobs, which limits her.
2. In her current position she can go no further than clerk-typist. Beyond that, you must be able to communicate with others.
3. She is limited only to position--she might be a trainer of deaf people if more are hired.
4. With OJT she can progress.
5. With OJT he can progress.
6. With OJT he can progress. He must stay within a protected situation.
7. He can advance to an orthotic assistant.
8. He can't work with customers due to deafness.
9. He can't work with customers due to deafness.
10. His handicap holds him back: a promotion necessitates communicating with dentists over the phone.
11. Salary advancement is considerable. The only way he can advance in position is by buying the bakery.

Seattle

1. There are only two positions to be filled, and she would be eligible. Her observation and writing are excellent: her possibilities for advancement in the State Department of Health are unlimited.
2. Her advancement depends on the availability of a supervisory position.
3. There is no position left for her to advance to: she can only make more money based on her good work--she's getting almost top pay right now.
4. Her opportunities here are limited because this job is just a stop-gap for her until she finds what she is looking for.
5. Since he holds an apprentice-journeyman position, the next step is the highest position he can attain--that is what he is being trained to do.
6. He is a journeyman welder--there is no position higher than that he can be promoted to.
7. If the employee got into more of an engineering field, he would not be able to communicate with people.
8. His physical handicap is holding him back because he has a hard time receiving and carrying out instructions. He rejects activities that are not directly related to his job because he cannot see their value. However, he is cooperative.

TVI

1. In this department, possibilities for advancement are limited. The employee would have to transfer to another department for a higher-level position.
2. Because of her handicap, she can't advance.
3. A civil service position promotion depends on passing a higher-level Civil Service exam. The employee has had difficulties understanding the questions on the exam and has, therefore, failed it.

Table 42 (continued)

Reasons Why Employee's Opportunities
for Advancement are Limited

TVI

4. Her opportunities are limited due to the lack of necessary hearing skills for promotion.
5. The employee will advance with on-the-job training.
6. If there were a design job open, he could fill it more than adequately. His chances would be unlimited if they would accept his deafness.
7. He may be capable of working a larger machine. However, the youthfulness of the men currently working on the limited number of larger machines in this company will prevent him from getting that job for a long period of time: people are moved up as employees vacate positions.
8. The employee can't decide what he wants to do. He doesn't seem to think a problem through.
9. I can't tell whether the employee is mentally retarded or just stubborn. His chances for advancement are negligible because of communication difficulties.
10. The employee's salary would increase, but he will probably remain on the same job: it depends on how big the company gets.
11. Promotion is seniority-based.
12. He cannot go any further than working with a small press. With larger presses, there is a need to hear misfeeds and other serious jam-ups.
13. The employee cannot communicate. To be a lead man, communication is necessary.
14. A body man (auto body worker) is a body man--there is no other job available in the business.

Table 43

Reasons Why the Employee Has No Opportunities for Advancement

Delgado

None.

Seattle

1. Keypunching is a dead-end field.

No response: He can become a machine or tool maker with on-the-job training.

TVI

1. Employee is resigning because she feels the keypunching field is not for her.
2. The employee is being laid off.
3. There is no place to go from being a keypuncher.

Table 44

Jobs the Supervisors Felt Their Employees Could Handle

		#
Delgado		
1.	Foreman-superintendent.	6
2.	Shipping, receiving, stock clerk, catalog department, maintenance.	2
3.	No response.	2
4.	Clerk-typist--computer work and operation.	1
5.	Bookkeeper.	1
6.	Bakery decorating, making bread.	1
7.	Civil engineer.	1
8.	Certified orthotist.	1
9.	Dental tech (not requiring communication).	1
10.	Mechanic's helper.	1
11.	Cutter, spreader (clothing), or improve salary where he is.	1
12.	Could not be a supervisor--she will be paid more overtime.	1
Seattle		
1.	Machines and tool-making.	3
2.	No response.	3
3.	Monetary advancement only.	2
4.	Model making--special order designing.	1
5.	Electronics job (in a different field).	1
6.	Journeyman printer.	1
7.	May progress to artist.	1
8.	Mechanical drawing.	1
9.	Special postal clerk assignments.	1
10.	Could handle any job here--plumbing, finishing.	1
11.	Possibilities as a counselor are unlimited.	1
12.	Proof department supervisor.	1
13.	Clerical jobs.	1
14.	Number one draftsman (same job).	1
15.	Automatic pipe welder.	1
16.	Full journeyman in auto body painting or body work.	1
TVI		
1.	No response.	2
2.	Sophisticated high speed operation--data machines.	2
3.	Manufacturing art.	1
4.	More high powered clerk jobs.	1
5.	Press operator.	1
6.	Supervise keypunch training for deaf girls.	1
7.	Needed help on everything; needs experience.	1
8.	Journeyman cabinetmaker.	1
9.	Statistical typist.	1
10.	Cannot progress because of deafness.	1
11.	Employee is multiple-handicapped--has difficulty using left hand; palsied.	1
12.	Intermediate civil service work.	1

Table 44 (continued)

Jobs the Supervisors Felt Their Employees Could Handle

TVI		#
13.	Larger printing machine.	1
14.	Computer room work--feeding cards.	1
15.	Janitorial.	1
16.	Senior pressman (cannot be a leadman--communication necessary).	1
17.	Research analyst?	1
18.	Application and contract checking, new business cash, keypunch.	1

Table 45

Aspects of Employee's Job Complicated by His Deafness

		#
Delgado		
1.	None.	9
2.	Communication with people (and by phone).	4
3.	Operation of equipment based on ability to hear.	1
4.	Comprehension is poor--receiving and understanding instructions.	1
5.	Would have learned more and quickly in the amount of time.	1
6.	All aspects complicated--communication slow, etc.	1
7.	Takes time to teach and communicate with him.	1
8.	Would not be aware of fire (fire alarm system).	1
Seattle		
1.	Communication is difficult/slow.	4
2.	Training is difficult because of time used and difficulty in making point clear.	3
3.	Cannot work in danger areas.	2
4.	Occasionally needs to listen for precision work but can't hear.	1
5.	Often too noisy when machining parts and disturbs everyone.	1
6.	Progress is complicated by deafness.	1
7.	Driving cars: when he accelerates, he doesn't know he's racing the engine.	1
8.	Cannot answer telephone.	1
9.	Communication/instruction must be complete.	1
10.	No/none.	4
11.	Not much complication in what they're doing.	1
12.	Aggressive tendencies--she's never left alone.	1
TVI		
1.	Communication/teaching is too time consuming.	9
2.	Can't hear the machinery for possible damage.	2
3.	Difficulty in reception and understanding of instructions.	2
4.	Certain body work needs assessment by hearing.	1
5.	Personal relationship difficulties: employee is reluctant to communicate in writing completely.	1
6.	None.	3
7.	Deafness is an advantage--it's a noisy factory.	1
8.	More difficult for employee to learn different jobs.	1

Table 46

Sources of Referral Information for Vocational Rehabilitation Counselors

Delgado	#
1. Delgado College, New Orleans, Louisiana	5
2. Schools, periodicals, Guide to College/Career Programs for Deaf Students	1
3. Gallaudet College, NAD, PRWAD, COSD, referrals by our counselor in another office	1
4. Writing to the program director	1
5. Speeches, mailings, etc.	2
6. Vocational rehabilitation manual	1
7. Handed down from other counselors	1
8. Ask School for the Deaf, doctors, and other interested people	1
9. High school and deaf community	1
10. Louisiana State School for the Deaf	1
11. No response	1

Seattle	
1. SCC special program	9
2. Seattle community college brochures	1
3. Professional journal and visit from program coordinator	1
4. Brochures and periodicals	2
5. Mailings and film presentations	1
6. Montana School for Deaf & Blind, high schools, public health nurses, Welfare Department, etc.	1
7. Directly from the program director	1
8. I have knowledge of community resources (work with their people on other matters)	1
9. Client came into my office looking for assistance	1
10. Have been aware from onset of program: usually they send information	2
11. Various sources: private physicians, speech and hearing clinics, social security, and other private citizens	1
12. S. D. School for Deaf, physicians, friends, public school counselors, hearing aid dealers	1

TVI	
1. Public service bulletin, training facilities, and coordinator for services for HI clients	1
2. St. John's School for the Deaf, Wisconsin	1
3. School pamphlets and personal visits	1
4. MSD	3
5. Miller Hearing Aid Company	1
6. Kennedy H.S., Bloomington	1
7. LaCrosse Public School system	1
8. VR State Consultant for the Deaf	1
9. local HS deaf program	1

Table 46 (continued)

		95 #
10.	I either have this information available or inquire about it	1
11.	My file; Easter Seal Rehab. Center; board of education; HEW; Consultant DVR Conn.; Journal of Rehabilitation for Deaf; ASD	1
12.	Personal contact, Pennsylvania School for the Deaf, and by mail	1
13.	State office	1
14.	H. S. health records and school nurse	1
15.	MD. School for the Deaf	1
16.	From another DVR counselor	1
17.	Schools (general)	2
18.	Pre-vocational evaluation	1
19.	Media resources center, via grapevine, publications, letters, etc.	1
20.	Normally the deaf hear from others it's a good program and then want to participate	1

Table 47

Reasons Why Counselor Considered the Training Received by the Client Adequate

		#
Delgado		
1.	Vocational training program.	1
2.	Appropriate evaluation and frequent contact with client regarding problems.	1
3.	Setting realistic goals.	1
4.	Her social adjustment: client has blossomed out into an outgoing, personable young woman.	1
5.	It readily provides training for immediate and adequate job placement.	1
6.	Pretesting and counseling department.	1
7.	Ability of teachers to instruct in such a manner so clients succeed.	1
8.	Client completed a two-year training program and personal adjustment along with her IBM training and other courses that help her meet the everyday problems.	1
Seattle		
1.	Deaf program worked with client toward integration into regular academic program.	1
2.	The counseling and tutoring department.	5
3.	No response.	1
4.	Adequate, but client withdrew.	1
5.	The flexibility. The guy didn't complete due to his illness.	1
6.	Good prep program and trial of different areas; good counseling; good training; kept me informed: very pleased with the whole program.	1
7.	Practicality.	1
8.	The head of the program has sent progress reports to me on a number of occasions.	1
9.	Not that familiar with actual program, but feedback was good.	1
10.	The excellent counseling available to the client while in the program.	1
11.	In-depth counseling.	1
12.	Client took advantage of freedom and used it well: availed herself of advice, assistance, guidance given in deaf program office good.	1
13.	Good individual attention and enough hands on computer time for client.	1
14.	Client given chance to explore and make a choice.	1
15.	It contains both classroom and on-the-job experience. Supportive counseling is given concurrently by the school.	1
16.	Every effort made to tailor training to individual.	1

Table 47 (continued)

TVI		#
1.	Relevant, and client has a job trained for.	1
2.	Available interpreters and offer good counseling services.	1
3.	Client was given many opportunities to succeed, but had a behaviour problem.	1
4.	Ancillary services.	1
5.	Client found employment immediately after training.	1
6.	Training program is oriented to deaf students and not for everybody.	1
7.	All areas of training program are good.	1
8.	Comprehensive and meets realistic needs for on-job performance.	1
9.	Skill and social development.	1
10.	Employment placement by school.	1
11.	Program allows him to up-grade his skills; provides usable skills; good socialization program; a constant exposure to hearing people in the school system.	1
12.	The initial preparatory or exploratory program.	1
13.	Structure, independence, variety, academic/social adjustments.	1
14.	Interpretation, the up-grading, the interest shown to the student, physical plant very adequate.	1
15.	Thorough and still fundamental.	2
16.	Flexibility--which, however, was not followed through successfully.	1
17.	No response.	2
18.	Client is working in the field he was trained for.	1
19.	Thorough training, good social adjustment.	1
20.	Excellent training reported by employer in all procedures they required in their job description.	1

Table 48

Reasons Why Counselor Considered the Training Received by the Client Inadequate

Delgado	#
1. The training course selected for him was not the correct one.	1
2. Preparatory program was inadequate--he should never have been permitted to go into civil engineering.	1
3. Client dropped out after one semester. Apparently, the purpose of preparatory program wasn't explained to him.	1
4. No responses:	
1. Client didn't complete program.	
2. Client was terminated at end of first semester at Delgado College because of inadequate academic skills. School termination was correct action.	
3. Client dropped out of school the third week.	
Seattle	
1. He came home unable to communicate in Eskimo and unskilled in local jobs. He should have finished college to obtain gainful employment.	1
2. Client was sent home because of excessive absenteeism.	1
TVI	
1. Not enough guidance given to client. I question how realistic his prog. was.	1
2. Training was limited in scope--just enough to get a low-level job. Too much time on adjustment to school.	1
3. Client quit.	1
4. Type of training is inappropriate for a deaf person.	1

Table 49

Description of Counselor's Role in Recommendation for Client Training

	#
Delgado	
1. I specified graphic arts for client, but after he completed preparatory program, advisors at Delgado suggested civil engineering.	1
2. Counselor described the needed training.	1
3. Discussed vocational goal with client and decided on Delgado.	1
4. Client was referred after evaluation of interest and abilities.	1
5. Gathered and compiled data to support client's vocational preference--counseled him regarding inappropriate first choice.	1
6. I counseled with client as to specific training he was involved in.	1
7. I do extensive counseling and testing in helping my clients make their decisions.	1
8. As a vocational rehabilitation counselor I found client's interest and counseled both client and parents toward specific program.	1
Seattle	
1. I contacted concerning job possibilities in the home area.	1
2. Assisting client in exploring areas in school which he could explore upon entering the program.	1
3. Counseled on interest, abilities, programs.	1
4. Pre-testing and counseling.	6
5. In this case, the client and counselor both knew what was wanted.	1
6. He initiated his own request to SCC and selected his own training program.	1
7. Client was not sure what vocational goal he wanted that was available in program. I helped him solidify that goal.	1
8. I do extensive counseling and testing. Sometimes, when the client is undecided, the vocational exposure program is helpful.	1
9. Used high school performance record, client's stated goals--all substantiated by college testing.	1
TVI	
1. Stay in contact with client and supplement information and help by developing client's own direction of activities.	1
2. Extended vocational counseling.	2
3. Suggest, recommend, advise.	1
4. Evaluation of abilities, interests, capacities, counseling accordingly, including reinforcement and family counseling.	1

		#
5.	Written referral, meet with counseling staff on going basis.	1
6.	Based on client interest and motivation.	1
7.	Client sought further training after three years of work.	1
8.	Meet with rehabilitation center staff to discuss vocational evaluation and recommendations.	1
9.	No response.	1
10.	I inherited the case after he was already involved in vocational training.	1

Table 50

What the Counselor Feels He Can Contribute to the Recommendations for Client Training

		#
Delgado		
1.	Information about client which should have resulted in a different training program selection.	1
2.	Guidance as to type of training and school client is interested in.	1
3.	Make client aware of resources available.	1
4.	Help client become aware of fields in which he can excel, and prepare client to know what is expected when he goes into advanced education.	1
5.	I can talk to student when he is home.	1
6.	Test scores, vocational evaluation information, training adjustment information.	1
7.	Counseling and guidance.	1
8.	Supportive counseling and resolution of external problems which impede the training process.	1
9.	Unknown.	1
10.	No response.	7
Seattle		
1.	Keeping the school informed of client's particular problems.	1
2.	Social information, medical information, informing client of potential of training program.	1
3.	Employment opportunities information from home areas.	1
4.	Very little--since they have direct contact with the client during training, they are aware of his strengths and weaknesses.	1
5.	Sterner guidelines on employment available within his living area.	1
6.	Support and encouragement from this end, close contact with parents, and background information.	1
7.	Assist in client's becoming goal-oriented as well as provide information on job opportunities available in the vocational area he chooses.	1
8.	"Team" support with Seattle Community College staff plus financial and other guidance.	1
9.	A knowledge of American schools.	1
10.	No response.	12
11.	Occasionally give client counseling and reassurance he is staying free of drugs and alcohol.	1
TVI		
1.	Vocational counseling if client has not received adequate counseling prior to program.	1
2.	Years of experience and knowledge of working world.	1

		#
3.	Better counseling, more public contacts.	1
4.	Better counseling, better support, better public information.	1
5.	Public education, better counseling, and more time for it.	1
6.	Most anything necessary in implementation of a vocational rehabilitation program.	1
7.	Supportive counseling, some guidance.	1
8.	Very little--when client is out of state.	1
9.	Help client understand scope of his training; to see its long-term meaning; help client adjust better to home life in addition to adjusting to peers, teachers, and doctors.	1
10.	Simple counseling and advice before a person begins attendance.	1
11.	Placement assistance.	1
12.	Simply follow it up.	1
13.	An understanding of the home situation, but mainly a coordinator to cooperate with them.	1
14.	Supportive services only.	1
15.	No response.	7
16.	Unable to comment.	1
17.	None.	1

Table 51

Reasons Why the Counselor Considered Secondary Schooling Inadequate

Delgado	#
1. Didn't receive enough academic subjects such as English.	1
2. Wasn't taught lip reading or signs or academic skills--had average intelligence potential.	1
3. She attended Mississippi School for the Deaf.	1
4. He was in an oral program until last few years.	1
5. Client manipulated the teachers because he was in integrated classes.	1
6. Lack of total communication.	2
7. Academic skills were somewhat depressed. Client went to Gallaudet for a summer program in academics.	1
8. I find that the programs of many of the deaf schools are very inadequate: the students are, in many instances, not ready for college-level work.	1
9. Client had inadequate language and math skills for level of education.	1
10. Depressed academic skills.	1
11. His reading, comprehension, and other academic skills were quite low.	1

Seattle	
1. Special education is just beginning to widen horizon. Future students may reflect trend.	1
2. Trouble with communication--could neither lipread or sign adequately.	1
3. Could not put simple sentences into compound.	1
4. Oral training produced inadequate results.	1
5. School is too small to offer complete job sampling or vocational exploration.	1
6. Not enough teachers who know sign language at school for deaf, and not good enough vocational programs.	1
7. Left school for deaf after mother had a dispute with authorities. Client attended public school without success.	1
8. Client was a social promotion student.	1
9. Not enough communication instruction.	1
10. Only the equivalent of a 9th grade education was available to the client in a formal school: his drive, intelligence, and gift for language enable him to supplement his formal education.	1
11. Lack of total communication.	2
12. Discipline problem, lack of total communication, and was not made to "finish" anything.	1

Table 51 (continued)

		#
13.	Went to public school without adequate hearing aid--the only help he received was in speech.	1
14.	Client was a non-oral product of non-oral parents, so the lack of total communication in his school program resulted in educational deprivation.	1
15.	Client was a non-oral student who was taught by the oral method until high school and was educationally deprived because of this.	1
16.	This young man was in an oral program most of his life.	1
T I		
1.	He had problems holding a job before and being productive.	1
2.	Went to a hearing school--language development suffered.	1
3.	Too many deficiencies in over-all local deaf school results.	1
4.	Need more emphasis on improving language skills.	1
5.	Little consideration to his special needs.	1
6.	No more than basic education given.	1
7.	Communication skills too minimal.	1
8.	Environment too sheltered; basic education is neglected; students are too dependent upon school.	1
9.	Language and reading skills weak for a girl with above-average IQ.	1
10.	Basic education not sufficient.	1
11.	No response.	1

Table 52

Additional Information from Vocational Rehabilitation Counselors

Delgado

1. Client became frustrated with program and returned home to work in another vocational area: he felt the staff at Delgado didn't understand his problems and that he could do commercial art on a competitive level. Evaluation showed he couldn't succeed in this area.
2. Client was improperly referred to a program which required reading and math skills. He was given a fair chance, and the school was correct in terminating him. School reports were comprehensive and informative--very cooperative.
3. Client now attending another technical college.
4. Client dropped out after bad experiences in civil engineering (not sufficient academic skills) and also dropped out of another college: client needed more skilled and intensive counseling.
5. Poor family situation, but client possesses potential for achievement with proper guidance and motivation.
6. This survey is another waste of the tax dollar.
7. Delgado was very cooperative and extensive in providing information and follow-up.
8. Client is very hard to communicate with effectively. Client often didn't understand teachers and staff, and they didn't understand him: he really understands only American Sign Language.

Seattle

1. Client's training was more than adequate.
2. _____ is primarily an agricultural area with limited training facilities--certainly nothing for those with impaired hearing. We must rely on such facilities as Seattle Community College's Program for the Deaf for evaluations of the client's potential and/or training. There is minimal involvement on the part of the vocational rehabilitation counselor since the facility is 150 miles away. From my contact with the people at the facility, they are doing an excellent job in providing client with good training.
3. Once again, college is not providing adequate feedback to the responsible counselor. Decisions were made without having the counselor involved present to make recommendations. These colleges were established to assist vocational rehabilitation and their clients; therefore, they should be working much closer to the counselors than what they are now. I understand the college has an excellent working relationship with the counselors who are present in the same city, but not those out of state or region. In my opinion, the above statement is the reason so many states are establishing their own post-secondary programs for the deaf students.

4. I still feel client needs further communication training although he is a thoroughly competent diesel mechanic.

5. Some of his passing in high school was social passing, which was unfortunate for client.

6. I have been very pleased with results from both the Seattle program and the program at St. Paul. I have not had any clients attend the others.

7. Client has recently lost his job and is going to a speech and hearing clinic for further evaluation.

8. Client is now employed as a keypunch operator/computer operator at a hospital. The biggest objection I have regarding the college is their failure to provide grades to this agency when we are "footing the bill." They send reports, but no grades. When the client applies to this agency for services, this is their release for the agency to receive all reports that are normally sent to the client and/or parents.

9. Client is a sensitive, intelligent person who is wasting away out here in the bush. He is in need of social reorientation and further education so that he can feel he is a useful member of society.

10. Client is a very intelligent and highly motivated man. His expressive language is unbelievably good. We encountered some difficulties in establishing his performance potential or even his IQ due to the shortage of evaluation instruments standardized for this culture.

11. Client is an unusually good speech reader and benefits from her aids.

12. Client will start a Federal job as computer operator technician in New York City in March. Her training was more than adequate and useful.

TVI

1. Client is a very self-sufficient individual who applies herself in every situation that she must confront. She went out to job interviews independently. Her employer reported that she is very popular with her coworkers and has instructed some of her peers in manual communication. There is an excellent rapport at her job. The employer reported that she received excellent training at TVI. The client was very pleased with her post-secondary training at TVI, and I felt very confident in pursuing job placement.

2. Client has proved to be a very self-motivated young man and has been able to locate employment in his area.

3. This young man is of Chippewa Indian heritage and has been very sourceful. He is also one to expect respect from others, or else he will have no "truck" with them. His native intelligence is tremendous.

4. The student listed on questionnaire that he "bombed" out of school about one and a half years ago and has done little since. He was on the adjustment program for one and a half years, but never adjusted. We are waiting for him to mature a little more.

5. Client only returned home on one occasion during his training program and found employment in Minnesota after completing the program, so there was very little involvement by our agency after his graduation from high school.

He was the last deaf individual that we every worked with in an out-of-state school. We do not encourage training out of state because of the high costs involved.

6. The most positive factors in the training received were:
   1) Appropriateness and thoroughness of program.
   2) Training is an occupation where needs for employees exist; therefore, the counselor can be fairly certain of placement upon completion.
   3) Specialized training services so that if the client relocates, he or she is able to resecure employment.

7. This client is very dependable and realistic. He is a hard worker and will be an asset to most any employer. This person has an excellent personality and has good oral communication.

8. Case was closed when client was successfully employed in a glass factory as a material handler making $90/week. Client should have continued in school and received more counseling, but he quit.

9. Client was a referral from another DVR office, and she completed her training soon afterwards. After seeing her at work, she was not in touch with me at all. It is known that she does take part in young deaf people's activities--just where I do not know. Also, it is reported that she has since married.

10. I have no additional information, but would like to make a suggestion. I have used only two of the three regional schools--St. Paul TVI and Delgado, but not Seattle--and at both, the living arrangements for deaf students have usually caused a problem. It may not be feasible but is certainly desirable for these schools to have dormitory and meal facilities. Having some students living in private rooms and boarding houses away from the school has caused problems, especially at Delgado.

11. I think the client's age was a factor--he was quite unsophisticated.

12. Client was always a self-motivated young man <u>in spite of</u> his minimal communication skills. He could be thought of as one with greater native intelligence than <u>acquired</u> intelligence.

Table 53

Reasons Why Parent Feels Job Child Holds Is a Good One

Delgado

1. Does a good job and can support himself. He has worked three summers with hearing people.
2. Because he is interested in this work and has been trained for it. However, his salary is not sufficient to say he is completely independent.
3. At least he is working.
4. Because she is earning a good salary and is able to be home each day with her husband.
5. Gives her a chance to have real adult feel of full life.
6. She enjoys the work and has the proper training and is not bothered by machine noise which is annoying and distracting to the hearing. A major problem in any computer center is noise.
7. Availability of work in all areas, a good trade, pays well, active work.
8. He is happy with the work and is gaining valuable experience.
9. Because she is happy with her job and she is doing what she wanted to do.
10. He works with hearing people and does a good job. They have him each summer or whenever he is on vacation. He could support himself but wanted more education.
11. Because she is earning a pretty good salary and is able to be home every day with her husband.
12. At least he is working.

Seattle

1. Hearing isn't necessary for the job he has, and it's easy on his back (his physical condition is not aggravated by the job).
2. It's what she likes to do.
3. He likes it and does it well.
4. Good working conditions. She is happy with the job and people are pleasant to get along with.
5. It's a seasonal job: he can't find a job in his area of training (dry cleaning and processing).
6. He is happy and enjoys his association with other employees at work. He does have a chance for advancement and a fair retirement program.
7. He was trained for the job and wanted to work for the firm in which he is now employed.
8. Steady job and good retirement benefits. He seems to like it O.K. He has made many friends.
9. It's the type of work she enjoys, but it does have its drawbacks in that it requires work on Saturday and the pay is inadequate.
10. He does excellent work with his hands. He is exacting and proud of this work.
11. The job gives him the opportunity to use all of his abilities.
12. The job is interesting, it pays well, and it's what my daughter enjoys doing.
13. Work conditions and benefits are good and she's happy working with people.

TVI

1. It is well within her capabilities, and the company is progressive.
2. She likes the people she works with and the work.
3. Jobs are not available for deaf in this small town: our son is the only deaf person employed at _____.
4. He chose it for his livelihood, and he enjoys his work.
5. He is interested in this occupation; it pays well.
6. He likes outside work.
7. Because he likes it: it's the job he chose.
8. He studied in school for this kind of work.
9. Opportunity for advancement.
10. He is doing what he likes.
11. Because this is the work she likes to do--and good wages.
12. Likes the work; good benefits and wages; and gets along well with the people.
13. Only one available in our town.
14. He was trained for it; fine ability; and he is treated like everyone else.
15. She has the satisfaction of knowing she's produced something.
16. She likes it.
17. It is what she likes the best.
18. This is the field he's interested in.
19. It is a job that she has been trained to do. Also, she can advance herself.

Table 54

Reasons Why Parent Feels Job Child Holds is Not a Good One

Delgado

1. He does not make enough money on his job.
2. Because they take advantage of his handicap, deafness, and pay him less.
3. He isn't making enough money to support a family if he were married.

Seattle

1. The job is bad to a degree. He took two years of mechanical drafting and wanted that type of job rather than what he has.
2. She is more interested in accounting, but because of her inability to communicate by telephone, there is no job available for her.
3. At first he did not like his job. He took two years of mechanical drafting and would have liked a drafting job, but employers want someone with experience.
4. My son took dry cleaning training, and I was informed that he was very proficient in this trade. However, dry cleaning seems to be a lost profession these days. He is working as a laborer in a golf course instead.

TVI

1. We had hoped he could continue in printing.
2. He isn't happy: this isn't the type of work he wants.

Table 55

Job Parents Thought Would Be Good For Their Child

Delgado

1. Ecology or chemistry
2. Drafting, construction worker, electrician
3. Business or drafting
4. Woodwork
5. Art instructor--school for the deaf
6. Key punch, art
7. Advancement to computer programming tasks
8. He can do most anything given the proper training
9. Ecology or conservation
10. Computer programmer
11. Key punch
12. Technician
13. Draftsman
14. Construction
15. Electrician
16. Anything trained for
17. Business
18. Manual labor
19. Printing
20. Photography
21. Commercial artist
22. Art
23. Chemistry
24. No response
25. Unknown
26. Hand work

Seattle

1. Watch repair
2. Assembly line work
3. Drafting
4. Work with the hearing handicapped
5. Landscaping (he's very good with his hands)
6. Cabinet making
7. Physical education and horology
8. Same job (clerk) on a higher level
9. Inhalation therapy and EKG
10. Shipping and receiving or landscaping
11. Don't know
12. Sign painting
13. Any job trained for
14. Carpentry--cabinet making
15. Artisan work and something that involves physical competition
16. Small part assembly
17. Bookkeeping
18. Bank employee
19. Teacher of the deaf
20. Shipping and receiving or landscaping
21. Jewelry making

Table 55 (continued)

TVI

1. Office work
2. Printing
3. Road building
4. Plumbing
5. Wood working
6. Physical education coach in deaf school
7. Sheet metal
8. Physical labor
9. Highway technician
10. Drafting
11. Machinist

Table 56

Reason Why Parent Believes a Particular Job Would Be Good for the Child

Delgado

1. Requires high degree of concentration. The deaf are not easily distracted by surrounding noise in a computer center and/or conversation.
2. She does well in both fields.
3. Interest of child, ability.
4. He is not dumb, only hard-of-hearing.
5. It would provide a career with reasonably good pay along with security.
6. Because he likes outdoors and growing things.
7. It's good for him.
8. There would be a better future in this type of job.
9. He is very good in detailed woodwork and likes it.
10. He is active, high in energy, imaginative.
11. He is very good in detailed woodwork and likes it.
12. I think she has the ability to do the job with proper training.
13. There would be a better future in this type of job.
14. Because of unsatisfaction.
15. She took keypunch in training.
16. Good at math, high interest, good with hands on fine work.
17. In my opinion, he is a conservationist by nature.
18. He seems to be good at it and enjoys doing it.
19. Because she does well with both hands.

Seattle

1. He is presently taking the necessary training and is interested in these fields.
2. She's capable.
3. She was trained in the field and likes the work.
4. He would understand hearing-handicapped people, so it would be good for him to work with them.
5. Doesn't have to talk with the public in this type of job. The public doesn't want to give the deaf a chance because they think that the deaf can't handle the situation, but they can if given the chance.
6. He is doing very well at his new job in watch repair.
7. He is always out cleaning up litter.
8. I don't know because he is so unsure of what he wants to do.
9. He likes drafting very much.
10. My child likes that type of work.
11. She was trained in this area and enjoys it.
12. Elevates child to be with hearing people.
13. He is good in sports and has an appreciation for antiques.
14. He is good with his hands. The job does not require speech or hearing, and he is very frail physically.
15. He is qualified in this field and is happy with it.
16. She is very intelligent and a good student.
17. He is a smart boy.
18. He has a flair for this type of drawing.
19. Works inside, no dangerous effects to my child.

TVI

1. He went to school for plumbing. I think he feels his schooling is somewhat wasted.
2. Trained for it.
3. Interested in sports primarily.
4. She adjusts easily to this type of work and gets along well with hearing.
5. He is trained for it.
6. Has studied this principally all through high school and trade school.
7. She likes it.
8. She works well with others and will learn all there is to know about a job if possible.
9. Because he gets along so well with children and relates so well to them.
10. Would be among many more deaf people.
11. Outstanding skills in mathematics and drawing, with interpretation of views.
12. He chose plumbing as a vocation. I think he'd feel his schooling wasn't wasted.
13. It's what he wanted to do.
14. All typing or all keypunch is boring. The varied aspects of graphic arts are not.
15. He is strong, likes outdoor work, and seems very interested in the field.
16. He was trained for it; he has some ability; he is treated like everyone else.

Table 57

Source of Outside Financial Assistance.

Delgado

1. Vocational Rehabilitation
2. Rehabilitation program
3. Rehabilitation center
4. Church
5. Federal government
6. State and Federal vocational rehabilitation funds
7. Florida rehabilitation
8. Rehabilitation
9. Department of Health and Rehabilitation

Seattle

1. New York State Rehabilitation Department
2. Maryland State Department of Education, Division of Vocational Rehabilitation
3. State of Washington
4. Vocational rehabilitation
5. Oregon state
6. Public assistance
7. Welfare
8. Not sure - arranged through the school
9. Unknown
10. Arranged through school at Vancouver
11. Bureau of Indian Affairs
12. State of Wisconsin
13. Vocational rehabilitation in Oregon

TVI

1. Missouri School for the Deaf
2. Rehabilitation
3. Missouri vocational rehabilitation
4. State aid
5. Minnesota rehabilitation
6. Rehabilitation
7. Vocational guidance and rehabilitation, Ohio
8. BVR -- Ohio
9. Vocational rehabilitation
10. Michigan rehabilitation center
11. Division vocational rehabilitation
12. Cass Company Welfare
13. State of Illinois

Table 58

Description of Difficulties Child Encountered During his Course of Study

Delgado

1. Lack of funds.
2. The deaf program caused him to lose his expectation of what he really wants and needs to know.
3. He had never been away from home before. We had always been here to give him the guidance he needed, and he just could not adjust for this type of work.
4. Some courses required tutoring to obtain good grade level. She has an excellent IQ but is only an average lipreader.
5. Needed special tutors in some of her classes.
6. Needed more interpreters in "hearing" classes, especially academic ones.
7. His high school background was inadequate.
8. He lost his interest in the deaf program because of poor programming, but according to the deaf program, he really didn't like them.
9. Lack of interest after novelty of new equipment, books wore off.

Seattle

1. Enough money for car, housing, clothes, etc.
2. They sent him home.
3. The program is still too new to be as effective as hoped for.
4. The course was very technical, and it was difficult for her to understand.
5. He came home.
6. Not enough money for clothes and proper diet.
7. Teacher had a foreign accent that she could not lipread, and notes taken were undependable.
8. Verbiage in lab course was too difficult for her to understand.
9. Apathy.
10. Found the studies difficult, but liked it.
11. Found data processing too difficult, switched to simple keypunch course.

TVI

1. Back problem from standing on feet all day in class.
2. Living facilities were inadequate. It would be better to have dormitories.
3. He is very deaf. Classroom depth and detail slipped by him. Interpreter's services spread too thin.
4. Some inability to understand or keep up with some instructors in some subjects.
5. Deprivation of social skills and adjustment to metropolis area.
6. Living accommodations were abominable. Everything else was great.
7. Complicated formulas, limited time for explanations.
8. Didn't do well with typing and keypunch.

Table 59

Reasons Why Parent Favors Having Post-secondary Programs for the Hearing-Impaired Within Ongoing Programs for Students With Normal Hearing

Delgado

1. Because he will always be working with hearing people and should not be trained only with deaf people.
2. Because he learned to live with hearing people.
3. It will teach them what they must face with handicap.
4. Interest in social life associated with deaf.
5. For selected students, to get used to hearing systems and operations.
6. For equal opportunity.
7. Deaf school has done all possible for my child.
8. To give the child a better chance in life.
9. They receive good training for a vocation which they need badly.
10. Because in his chosen occupation, he will deal with hearing persons, so he needs the contact now.
11. This is a hearing world they must live and work in.
12. Because he will always be working with people with hearing, and should not be trained with only deaf people.
13. Normal atmosphere for adjustment to future living and working conditions.
14. Because it helps them to live in a hearing world.
15. Because he learned to live with hearing people.
16. I believe it helps them to learn to live in a hearing world.
17. Because he learned to live with hearing people.
18. I believe it helps them to learn to get along with hearing people.

Seattle

1. They must live and work together.
2. They need to share experience with hearing people.
3. We wish to keep our son in the hearing world.
4. They will live in a hearing environment.
5. When a deaf child and hearing child work together, the deaf child tries harder to get ahead.
6. I believe they should be with hearing people as much as possible, depending on the person.
7. I believe they should be with hearing people as much as possible, depending on the person.
8. It is good to get along with hearing people.
9. So they are not dependent on deaf alone. They learn to get along with the hearing public more.
10. This is a hearing world, and they have to learn to get along with hearing people.
11. Not sure: I have not studied the pros and cons. I just don't know.
12. They must learn to cope with the hearing world.
13. It elevates the child to be with hearing as well as with the deaf.
14. They need the competition and the challenge: they must be comfortable with hearing people.
15. That is what we are used to.
16. It's O.K. if they can compete with hearing.

17. They learn to get along with the hearing and feel like they belong.
18. Increases communication between the deaf and the hearing.
19. It's good to be around hearing people.
*20. We, as well as our son, wish him to be in a hearing world.

TVI

1. Excellent outlet for deaf as well as letting the hearing world meet the deaf.
2. Their working world will be with hearing people, and the more contact they have, the better.
3. Being with hearing.
4. Because it prepares them for the other side of life--being able to work with hearing, not protected.
5. Deaf work with hearing.
6. It will give them some insight into what to expect from the adult world.
7. Deaf persons need special training which state schools don't have.
8. I believe they do better when integrated.
9. They feel more normal competing in this setup. They do need much extra help and attention.
10. With interpretation only, they must compete in employment situations.
11. Because I feel that it is important for them.
12. Being with hearing students and knowing they are equal to hearing students.
13. Hearing people are a big help, and the program is good adjustment before they begin work in a hearing world.
14. The deaf have to live with hearing, and I believe this gives the hearing a chance to do the same.
15. Cause even though socially they stay with their own, they also must be able to get along in the hearing world.
16. Because it broadens their experiences in real world.
17. I believe it makes them feel comparable to other students provided there are competent interpreters.
18. They are taught good work habits.
19. After education is completed, they have to work with hearing. Why not learn with them.
20. Deaf need to be a part of the hearing world as much as possible; being in programs with the deaf is very helpful.

Table 60

Reasons Why Parent Doesn't Favor or Is Not Sure About Having Post-Secondary Programs for the Hearing-Impaired With Ongoing Programs for Students With Normal Hearing

Delgado

1. If the school has proper staff and advisors to help the deaf students.
2. I think the deaf school has done everything possible for my children.
3. Because he was more interested in associating with the deaf students than in the program itself.
4. Because I think it is good for the deaf to have the same opportunity as the hearing student.
5. If they have normal hearing, let them alone in regular programs.

Seattle

1. A deaf child cannot learn the same as a hearing child.
2. The deaf have a hard time understanding the normal hearing persons at times.
3. We know our son cannot compete at the same level and pace as hearing persons.
4. Not sure--don't know about these programs.

TVI

1. Deaf need special teachers.
2. Lack of individual attention for the deaf.

Table 61

Reasons Why Parent Felt Satisfied with Child's Vocational/technical Training

Delgado

1. Well educated, well taken care of in every way possible, and very well mannered.
2. Much farther along than thought would happen a few years ago.
3. He was learning more while being trained.
4. Because he made good grades in college, he received advanced training which will enable him to be better able to hold a job.
5. Program made every effort to help him.
6. Excellent program, but I feel that in-service training should be offered, too, in all fields.
7. Because he got good grades in college, he received advanced training to be better able to hold a job.
8. He seems to be learning a trade that will help him.

Seattle

1. I think she will be able to find a job when she comes home.
2. I believe the program did a good job with him.
3. He liked the work.
4. I believe every effort was made to help him. The fact that he did not like the course he picked is not the fault of the program.
5. He did well although he could find no job in his field.
6. They did the best they could. He spoke well of his teachers.
7. He has been trained in a skill here whereas he could not have been trained in the field in _____.
8. He seems to have had good guidance and training.
9. The training was very fine; however, this seems to be a dead field.
10. He completed the course.

IVI

1. She went to a good school in_____.
2. Pleasant surroundings, and they interceded until they secured her a job.
3. He likes what he is working at.
4. Able to get a job with his skills: no hand-outs or feeling sorry for him.
5. He graduated with adequate training to find a job.
6. Think more schools and classes should be given to the deaf because they need as much education as possible.
7. It's obvious--he's successful as a human being.
8. Living a normal life.
9. It has trained her for what she wanted.
10. I feel it was the greatest thing that could have happened. I wish it could have happened sooner with other students.
11. She secured a position without help.
12. Very well pleased and think more schools of this type are needed so all deaf students can be given the chance.
13. We were quite impressed after visiting the program. If he is now capable of securing a job, we will be more than satisfied with the training.
14. For the length of time she was there, she accomplished more than at the residential school for the deaf.

Table 62

Reasons Why Parent Felt Dissatisfied With Child's Vocational/Technical Training

Delgado

1. I feel he should be able to put into practice what he is learning.
2. None.

Seattle

1. He came home unprepared to work.
2. She received no certificate for completing power sewing and inhalation therapy.
3. He doesn't work.
4. She was never given a certificate when she finished the courses.

TVI

1. The program moved too fast for his understanding--required formulas, recipes, etc.
2. Lack of individual attention.

Table 63

Reasons Why Parent Had Mixed Reactions About Child's Vocational/technical Training

Delgado

1. Because he didn't complete his training.
2. Because they didn't prepare him adequately for a vocation.
3. Deaf program and Delgado College are poorer to teach him training; doesn't even fit him in this college.
4. He didn't accomplish one thing.
5. Many state deaf schools need new equipment and excellent counselors. Many times, all aid ceases once deaf are employed. Very bad situation.
6. Not properly evaluated after the first semester. He felt directed into a course where he showed some ability over his objections. First quarter--good start, then grades dropped due to boredom; repeated in second semester.
7. Because he didn't complete his training.
8. Because the college and training don't fit him, and he had a lack of interest.
9. He didn't accomplish one thing.
10. Because hearing teachers do not explain enough or help the deaf students as much as they can.

Seattle

1. It would have been better if he could have had a learning program to get started on a job.
2. His first year was a waste of time because he was pushed into something unsatisfactory for him. The second year in school, he loved his courses and got good grades.
3. I feel it could have been better, yet I know there are many problems involved.
4. Lack of follow-through.
5. They didn't keep the interest of the child. He wasted one year in college doing something he didn't like.
6. It would have been better if he had on-the-job training.

TVI

1. Needed more counseling, better follow-up program.
2. Restrictive in what was offered; little communication between staff and parents except when we made a point of asking for a report of progress.

Table 64

What Parent Saw as Good Points of Child's Vocational/technical Training

Delgado

1. At least it's a start.
2. Taught her to get along with people and how to use and take care of equipment she worked with.
3. She learned a skill which allows her to earn a living.
4. Independent study habits and discussion with counselor--no mother!
5. Self confidence.
6. Very thorough.
7. He had a chance to try and find out; sign class helped him as there are many deaf who only sign at work.
8. He was interested, had to apply himself and schedule himself, he learned even though he can't use it gainfully.
9. It is as good as can be expected for a person so totally deaf.
10. He was trained for a job where deafness is not a disadvantage.
11. Enthusiastic instructor and counselor, they find jobs for their students. They are planning courses in jewelry design, and my son will be an assistant instructor.
12. Second year in college he took a different course, liked it very much and got good grades. Needs to go back and learn more.
13. Not any.
14. She is able to qualify in a high-paying job and is able to support herself and her family.
15. Teaches her to get along with others and to use different equipment.
16. The very fact that some efforts are being made.
17. Personal attention and an excellent counselor.
18. He has been stimulated to make his own way in the world and the opportunity to be proficient in sports while pursuing his technical training.
19. Ability to get along with people; he has held a steady job since graduation.
20. It helped him get a decent job.
21. Learned to be on his own, and when he found a subject he liked, was great in what he did.
22. He works hard at anything he does and knows how to work a press well.
23. None.

Seattle

1. She was able to get a good job.
2. He learned more than he knew before.
3. It has helped to develop her mind to get out in this world and earn a living and also to depend on herself, plus discipline.
4. With his hearing loss, he would not have been able to compete with the hearing students without the aid of tutors, etc.
5. She can get education enough to have something to rely on in case she needs to make a living for herself.
6. Helped some.
7. The advanced training and the fact that the individual received more instruction in all of his courses.
8. Integration with hearing while still having deaf-based dorms, counseling, activities (social/academic).
9. Her feelings.

10. Knowledge was added to previous experience in some courses taken in residential school. He received his training and is able now to apply in carpentry.
11. Able to get special job training prior to and in college and good instruction in college.
12. She will be able to earn her own living for herself if it ever comes to that point in her life.
13. Taught him to be away from home and on own.
14. Gave him a good vocational program, and taught him how to be on his own away from home.
15. He can benefit learning a vocation.
16. It has helped her to develop her mind, to get out in this world and earn a living, and also to depend on herself, plus discipline.
17. Understanding of problems, provision for counseling.
18. The advanced training and the fact that he received more individualized instructions in all of his courses.
19. The way she conducts herself now.
20. If he is able to practice while learning, when he has a vocation, he can still do some of the work to help himself.
21. If he cannot carry a full academic course, he certainly can benefit from learning a vocation.

TVI

1. Taught him what he was interested in.
2. Excellent training, meeting deaf from other states as well as hearing people is tremendous, outstanding effort by teachers, counselors, and concerned people to help the deaf.
3. Association and competing with hearing people in a classroom helped maturity, made him feel more in the mainstream through a very critical twelve years.
4. Able to get along with both worlds (hearing/non-hearing), he enjoys further studies.
5. He got the best training in offset printing.
6. Time was spent in evaluation of prior training, and effort was made to place student in a compatible field.
7. Daily exposure to greater number of deaf students than in one previous school.
8. Greater exposure to deaf students.
9. Was trained for a job she wanted to do.
10. She became a self-sufficient, independent, and responsible person with great desire to make it for herself.
11. Understanding teachers, good facilities.
12. Learn to meet with all hearing children.
13. I feel that she was able to meet people who had problems like hers and was able to learn some sign language and it made it possible for her to work at a job and earn her own way even if she disliked her work.
14. Without the technical-vocational training, he could not have gone on to school. It has broadened his outlooks on education and technical training. I'm sure he has benefited.
15. Time was spent in evaluation of prior training to enable proper training.
16. Deaf students like to help with other deaf people.

Table 64 (continued)

17. Creating ability to cope, development of self-discipline, learning by doing.
18. It has shown her that she is a normal person and although she could not handle a liberal arts course, she could do well with technical training.
19. He has been able to get a good job.
20. He received the best training in the printing field, thanks to the very good staff at TVI.
21. They have trained her well, and she had a good job as soon as she graduated.
22. She has become more independent and managed for herself. In the time that she spent there, she became a totally different person. It was wonderful.
23. Meet new friends, learn to take orders from others. Being trained in a field the pupil himself wants.
24. His adjustment to manhood. His adjustment to the hearing world. His wonderful independence and sense of responsibility in addition to his trade training.
25. The training is excellent. Meeting other deaf from other states as well as hearing people is tremendous. The teachers and counselors and concerned people put out an outstanding effort to help the deaf.

Table 65

What Parent Saw as Bad Points of Child's Vocational/technical Training.

Delgado

1. Could have helped more.
2. That she can't hear like other people.
3. Distance from home and transportation, lack of dormitories per se.
4. Unable to put into practice what is learned.
5. Unable to afford to continue the course.
6. He lost interest in plumbing training that doesn't fit him for what plumbing really required.
7. Only used old [unintelligible], and there is no modern equipment in the shop.
8. He began in mid-term, and it was hard for him to settle down because everyone else knew what they were doing.
9. The failure of federal and state aid funds stopping upon employment. My daughter had to pay over $100 in fees and texts, and I bought a $75 tape recorder because no aid or interpreter was available for her to continue her education. I call this "dumping" rather than full development of her capabilities. She attended a hearing class in Fortran programming and had serious nervous stress along with myself due to the fact she attended class but many times did not even know what was going on. I had a real problem finding time to keep transcribing the entire lecture from tape for her in time for the next class. In spite of all this, she did get a "C" grade in a full-time "hearing only" college with very high standards, and worked full-time.
10. Not enough books available in library.
11. Very poor training in secondary school.
12. There are not enough of the same kind of books at the library to supply the needs of the child.
13. Also, interpreters are not plain enough in their explaining to the deaf, and hearing teachers do not explain clearly enough when there are deaf students in the class along with hearing students.
14. Away from home.
15. Lack of interpreters; need more local junior college programs for day student emphasis.
16. Disappointment.
17. He got started in mid-term, and it was hard for him to settle down because everyone else knew what they were doing.
18. The deaf program didn't help deaf students in right ways; poor programming for the deaf; and he lost interest in a program that didn't fit him and that had no modern equipment.
19. I feel that not enough attention was given to individual choice even though it may have been wrong; a tendency to channel pupils into what they have accomplished rather than a new field; most deaf are conditioned to rely on the judgment of others rather than to express themselves.
20. The lack of schools, hearing programs within them for hard-of-hearing students. Delgado is the only college that would accept him in the program because he is not totally deaf.

Seattle

1. Living in Seattle, transportation.
2. Lack of interest on the part of hearing instructors.
3. The school is too far away; they should have given her a certificate in the field she completed.
4. There is no job available in his field and no help from any agency in getting a job because of possible discrimination against deaf.
5. He can't do anything here.
6. We wish he could have had a work-learning program so he could find a drafting job.
7. Deaf are pushed into classes they are not ready for.
8. Apathy and lack of follow-through.
9. Should have been pre-tested to evaluate his ability instead of asking him what he wanted to do.
10. He can't do anything at home: he can't even talk to me.
11. If students do well and finish a course; they should be given a certificate.
12. Shouldn't have been pushed into something he didn't want. It's a waste of the child's and teacher's time.

TVI

1. Very costly.
2. Needed another year of training to receive better job.
3. Not enough space for all who want to enroll.
4. Lack of adequate housing facilities, lived in substandard housing in slum area.
5. I suspect the course he's taking is young and needs dressing up; also, I have found that the state highway people aren't familiar with this course.
6. My only concern was his poor choice of vocation.
7. The program could have been more extensive and longer so that she would be in a better position to move up whenever she was employed.
8. Perhaps my only concern was his bad choice of occupation. It's hard to break into plumbing.
9. Perhaps a second vocation training subject would help to make deaf people better equipped to find employment.
10. Lack of communication between administration and teachers; staff are aware of need for employment--administration still hung up on structuring.
11. At this point in time, he wishes he had been on a four-year program. He needs more training.
12. Not sufficient extra-curricular activity means of interest, no night or evening programs of interest.
13. There could have been more communication with parents and counselors, and hopefully, more follow-up on placement and job adjustment.
14. I would have liked for her to have at least another year at school. It would allow her to be more trained on all types of office machines.

Table 66

Parent Explanation of Adequate Contact with Program Child Attended

Delgado

1. My son didn't complain.
2. Adequate for what he received, but could be more helped by more instructors.
3. Only through personal visits to schools, little gotten locally, occasional information from recruiters.
4. Much time as I could give her.
5. Placement in college was good; better education would have allowed her to attend Gallaudet (BVT); the wife aided her in job hunting due to incompetent counselor: he suggested factory work.
6. Visited campus; short interview with counselors.
7. Frequent contact with local rehabilitation counselor who expressed agreement with stated views; change needed in counseling methods.
8. Personal contact at year's start, occasional correspondence might have helped with counselors or program advisors.
9. He didn't complain and seemed to gain more knowledge.
10. Adequate for what he received, but could be helped by more instructors.
11. They were so far from home, I couldn't help them very much.

Seattle

1. We have visited the school both of the three years our son has been in Seattle.
2. They would call or write to me explaining my child's progress, student writing, phoning, personal visits.
3. The school let us know the progress she was making.
4. The counselor contacted me by letter.
5. Good counselors who are interested in you, and a very cooperative staff.
6. We were satisfied we helped as much as we could and understood when we were told we were wrong: we have no complaints.
7. He didn't need me involved, the counselor was always available by phone.

TVI

1. Saw school first year, instructors very informative of his progress.
2. School kept in close contact with us; we felt the school was genuinely interested in our son.
3. School has open houses to show progress of program.
4. Just phoned when I wanted to know something.
5. We were allowed to call on school when we wanted to.
6. We are a long distance away, but were informed of everything we wanted to know (in person or by phone); all in all, I think the program and efforts of the personnel real fine.
7. We were informed as to her progress, and the school seemed to take a personal interest in its students.
8. We toured the school before she entered, and we received reports of her work.
9. I was able to call school when needed and could visit classes to see what they were getting.
10. I work as an interpreter for the school.
11. We did keep in touch as much as possible by phone and letters.
12. The school kept in close contact with us; we felt the school was completely interested in our son.
13. I feel this has to be more of the responsibility of the student and the school. The school officials were very good about talking with us.

Table 67

Parents' Additional Comments

1. Half of the time, the teacher or instructor wasn't there at all, and nothing was planned for the students.

2. I feel compelled to add that the school system that stresses all oral for all deaf is a very serious matter that should be investigated and exposed as an outright falsehood! Many educators of the deaf in this field are unrealistic, biased, and ill-informed. My daughter experienced this traumatic experience of starting all oral but could not achieve, and we were told that she must be "brain damaged." Adequate testing by the state school for the deaf proved she could not lipread well (an art, not skill), so we moved her to such a school over the violent protests of the "oralists." Ever since, she achieved according to her I.Q., winning seven honors upon completing 13th grade at the _____school for the deaf, went on to get her secretarial certificate and Associate's degree. She then found a job (with wife's aid) through the state employment office. There were ten applicants for the job, and unemployment rates were high. We attribute this success (any hearing person could be proud of) due ONLY to the shift to a program where the teachers could communicate with her with signs and finger-spelling. All her hearing associates, teachers, and her present employer have the highest praise for her ability to do her job and to "fit in" and become admired by all. We attribute her failure to pass the entrance test for Gallaudet College in Washington to the fact that we did not get her out of the oral system soon enough. The fits of frustration and [unintelligible] that she suffered due to lack of communication skills in her youth (2-19 years) were due to all sign language and finger-spelling being banned from all phases of her childhood, a tragic error that occurs to many profoundly deaf average lipreaders. It is like smashing a person's glasses who cannot see the blackboard to deny sign language and finger-spelling to those like my daughter who require it. Quite frankly, we were "brainwashed" by propaganda rather than advised of true facts. The Educators of the Deaf that endorse oral, combination, or whatever technique suits the child are to be commended. I say better testing and placement from ages 2-6 are an absolute requirement.

APPENDIX B--INTERVIEW WITH YOUNG DEAF ADULT FORM

INTERVIEW WITH YOUNG DEAF ADULT

I. Vital Information Date_____

a. Name_____

b. Birthdate_____

c. Male or female_____

d. Address_____ Phone_____

e. Parents

(1) Name_____

(2) Address_____ Phone_____

f. Marital Status

(1) Married____ (a) number of children____

(2) Single____ (a) engaged____

(b) go steady____

(c) neither____

(3) Divorced____

g. Is your wife (husband) deaf____ hard of hearing____ hearing____?

h. Are you:

Working (employed)____

Housewife____

Student____

None____

(if "none", explain, i.e., unemployed, etc._____

i. What school are you attending now?_____

_____

II. Occupational Status (do not ask II, III or IV if continuous student)

a. Jobs (begin with present job and work back to first job)

1. Company_____ Address_____

Description of work_____

_____

Dates of employment_____

Still working there_____

Reason for departure_____

Date of departure_____

2. Company_____ Address_____
   Description of work_____
   _____
   Dates of employment_____
   Reason for departure_____
3. Company_____ Address_____
   Description of work_____
   _____
   Dates of employment_____
   Reason for departure_____
4. Company_____ Address_____
   Description of work_____
   _____
   Dates of employment_____
   Reason for departure_____

III. Job Satisfaction and Communication (Ask III if presently employed full or part time)

a. How did you find your job? (Vocational Rehab., want ad, employment service, friend, parents, school, etc.)
   _____

b. Do you like your job?
   like it very much_____ o.k._____ dislike most things about it _____

c. Why do you feel this way about your job?_____
   _____
   _____

d. Do you want to keep your job or would you want to change?
   Keep my job_____ Change jobs_____

e. If the answer is "Change Jobs" why do you want to change?
   _____
   _____

f. How do you communicate with your boss (immediate supervisor)?
   speech_____ writing_____ formal signs_____ natural gestures_____

g. Does your boss understand you?
   always_____ most of the time_____ sometimes_____ never_____

h. How does your boss communicate with you?
speech_____ writing_____ formal signs_____ natural gestures_____

i. Do you understand your boss?
always_____ most of the time_____ sometimes_____ never_____

j. What is the easiest means of communication?
speech_____ writing_____ formal signs_____ natural gestures_____
other_____ (specify)_____

k. Do you think your boss would give you a better job if one were available? Yes_____ No_____ Not sure_____

l. If "no," why?_____
_____
_____

IV. Economic Status (Ask Part IV only if presently employed full or part time).

a. Do you work full time? _____
Average no. of hours _____
Do you work part time? _____
Average no. of hours _____

b. Not including overtime, what is your gross and net pay (indicate both)?_____

c. Do you ever work overtime? Yes_____ No_____

d. If yes, how much money, on the average, do you make each week on overtime?_____

e. Do you receive financial help from anyone? (excluding husband or wife)._____

f. If "yes" from whom? Give average weekly amount. (count room and board at $15.00 per week).
Source_____ Average weekly amount_____

V. Aspirations

a. What occupation would you like to have in ten years? (Person may choose homemaker.)
_____

b. Do you think that you will have that occupation in ten years?
Yes_____ No_____ Not sure_____

c. Would this job require more training?
Yes_____ No_____ Kind of training_____

d. If the answer to b. is "no" or "not sure," why won't you have that job?_____

e. Would you prefer to go to school with:
hearing students_____ deaf students_____ both_____
makes no difference_____

f. Why?_____

g. Do you like the idea of a vocational and technical school for young deaf people who do not go to a school such as Gallaudet?
Yes_____ No_____ Not sure_____

h. Why?_____

VI. Students (To be asked in addition to Sections I and V.)

a. When you leave this school what do you plan to do?
(1) go to college_____
(2) go to work_____
a. what kind of work will you look for?_____
(3) other (explain)_____
(4) undecided_____

b. Have you ever had any summer or part time job?_____

c. If "yes" describe:_____

VII. Satisfaction with training (both present and past students)

a. Are you satisfied with the training you received (are receiving) at this school?_____

b. If the answer to a. is "no," why are you not satisfied with the training?_____

_____

_____

(1) Location_____

(2) Duration in minutes_____

(3) Interviewer_____

APPENDIX C--INTERVIEW WITH IMMEDIATE SUPERVISOR FORM

INTERVIEW WITH IMMEDIATE SUPERVISOR

I. General Information

Date_____

a. Name of deaf employee_____

b. Company_____ Address_____

c. Supervisor being interviewed_____

d. Name_____ Position_____

II. Current occupational stutus of employee

a. Describe in detail the work performed by the employee:

_____

_____

b. Describe all previous jobs, if any, held by the employee in this company:_____

_____

c. If the employee has held different jobs, does his present job constitute:

a promotion_____ a demotion_____ neither_____

d. If the employee has held different jobs, is his salary now:

higher_____ lower_____ the same_____

III. Training

a. In order to acquire proficiency in the employee's present job, what is required? (check one)

1. simple demonstration_____
2. on-the-job training_____
3. classes conducted by company_____
4. possession of trained skills_____ (prior to hiring)

b. Describe any training required prior to hiring for present job._____

_____

c. If employee received training at a technical-vocational school before being hired, do you think this training was adequate?

Yes_____ No_____ does not apply_____

d. If answer to c. is no, explain_____

_____

e. Do you feel that additional training would benefit the employee?
Yes_____ No_____ Not sure_____

f. Why?_____

_____

g. What opportunities for advancement do you think he has before him in your company without further training?
considerable_____ limited_____ none_____

h. Why?_____

_____

i. What opportunities exist with further training?
considerable_____ limited_____ none_____

j. Why?_____

_____

k. List any jobs in your company which you feel that the employee could handle with more training._____

_____

_____

l. If you are in favor of further training for the employee, what type of training would you suggest?_____

_____

IV. Communication

a. Do you communicate with this employee? Yes_____ No_____

b. How do you communicate with this employee?
speech and speech reading_____ sign language_____ writing_____
gestures_____ fingerspelling_____ other_____

c. Have you learned sign language? Yes_____ No_____

d. Does the employee understand your instructions?
always_____ usually_____ occasionally_____ never_____
How well do you understand his speech?
all of it_____ most of it_____some of it_____ none of it_____

V. Productivity

a. How would you rate this employee in comparison with others doing the same job?

above average_____ average_____ below average_____

b. Can you list any aspects of the employee's job which are complicated by his deafness?_____

_____

c. Name some personal qualities, if any, of the employee which you feel contribute to his value as a worker._____

_____

d. Name some personal qualities, if any, of the employee which detract from his value as a worker._____

_____

VI. Attitude of immediate supervisor

a. If the decision were yours, would you favor having more deaf people working under you?

Yes_____ No_____ Not sure_____

b. If "no' or "not sure," why?_____

_____

c. Would you prefer not to have deaf employees working under you?

Yes_____ No_____ Not sure_____

d. Any additional comments you care to make?_____

_____

VII. Size and Nature of Company

a. What is the nature of the work your company engages in?_____

_____

_____

_____

b. How many people in all are employed by your company?_____

c. How many deaf people are employed by your company?_____

(1) Location_____

(2) Duration in minutes_____

(3) Interviewer_____

APPENDIX D--VOCATIONAL REHABILITATION QUESTIONNAIRE FORM AND COVER LETTER

VOCATIONAL REHABILITATION COUNSELOR QUESTIONNAIRE

The Minnesota Research, Development and Demonstration Center in Education of Handicapped Children is currently gathering data from three demonstration post-secondary projects for the hearing-impaired in an attempt to formulate guidelines for the establishment of additional programs (Title: Improved Vocational, Technical, and Academic Opportunities for Deaf People: Research Component). These projects are funded through the cooperation of the Vocational Rehabilitation Association and the Bureau of the Education of the Handicapped. Your answers on this questionnaire will be a valuable supplement to our data-gathering effort. Please answer the questions to the best of your ability and feel free to write down additional information if you desire to do so.

I. General Information (to be completed by RD&D Center personnel)

A. Name of vocational rehabilitation counselor_____

Address_____

B. Name of hearing-impaired client_____

Address_____

C. Post-secondary program attended_____

Address_____

II. Procedure for Referral

A. Where do you obtain information for referral of the hearing-impaired client for training? _____

_____

B. Are you contacted by the programs for the hearing impaired?_____

If the answer to B. is "yes," briefly outline the procedure followed.

_____

_____

C. Do you contact the programs for the hearing-impaired?_____

If the answer to C. is "yes," briefly outline the procedure followed.

_____

_____

D. What do you consider the most positive aspects of the referral procedure presently employed? _____

_____

_____

E. What do you consider the most negative aspects of the referral procedure presently employed? _____

_____

_____

F. What changes would you make in the present referral procedures?

_____

_____

III. Training Received by Client

A. Do you feel that the training received by your client in his post-secondary program was adequate? _____

If the answer to A. is "no," why? _____

_____

_____

If the answer to A. is "yes," what do you consider to be the best features of the training program? _____

_____

_____

B. Did you play a major part in recommendation for a specific type of training for your client in the post-secondary program? _____

If the answer to B. is "yes," describe your role. _____

_____

_____

If the answer to B. is "no," do you feel you should play a greater role?

_____

What do you feel you can contribute?_____

_____

_____

C. Do you feel that your client's schooling prior to post-secondary training was adequate? _____

If the answer to C. is "no," why?

_____

_____

If the answer to B. is "yes," what do you consider to be the best features of this schooling? _____

_____

_____

IV.

IV. Communication with Client

A. How did you communicate with your client?

speech and speech reading _____ sign language _____

fingerspelling _____ writing _____ gestures _____

interpreter aid _____ other _____

B. How much of his communication - no matter what form it took - did you understand?

all of it _____ most of it _____

some of it _____ none of it _____

If you did not understand your client's communication, what means did you employ to fully understand it?_____

C. How much of his speech did you understand?

all of it _____ most of it _____ some of it _____ none of it _____

D. What manner of communication is employed by the parents (guardians) of the client with their child?

speech and speech reading _____ sign language _____ fingerspelling _____

writing _____ gestures _____ other (specify) _____ not applicable _____

not available _____

As nearly as you can determine, is this communication effective?

_____ yes _____ no

If the answer is "no," why? _____

_____

_____

V. Additional Information

Minnesota Research, Development and
Demonstration Center in Education of
Handicapped Children
Pattee Hall
University of Minnesota
Minneapolis, Minnesota 55455

Counselor:

The Minnesota Center is currently conducting an evaluation of three post-secondary programs for the hearing impaired: Delgado College, New Orleans; Seattle Community College, Washington; and St. Paul Technical-Vocational Institute, Minnesota. The evaluation is being conducted under a grant from the Bureau of Education of the Handicapped (BEH) and is titled: Improved Vocational, Technical, and Academic Opportunities for Deaf People: Research Component OEC-09-332189-4533(032).

The participating schools expressed a desire to have vocational rehabilitation counselors state their opinions of the programs and their procedures. Our records indicate that you have referred clients to one of these programs and have had clients in training. The enclosed questionnaire seeks mainly your opinion of the program(s) your client has attended. Your answers would be of valuable assistance to us in evaluating the three programs. Please answer the questionnaire to the best of your ability and return it to us. [ALL INFORMATION RECEIVED IS, OF COURSE, CONFIDENTIAL AND WILL NOT BE RELEASED TO THE GENERAL PUBLIC.]

Thank you for your time.

Sincerely,

Steve Fisher
Research Fellow

Mary Jane P. Harlow
Research Fellow

SF:MJH:vjl

APPENDIX E--PARENT QUESTIONNAIRE FORM AND COVER LETTER

QUESTIONNAIRE FOR MOTHER

Please follow these guidelines in answering this questionnaire:

Answer all the questions that apply to your son or daughter. You will be unable to answer some if your son or daughter is still in school.

I. General Information

a. Deaf son or daughter's full name_____

Address_____ Age_____

Male_____ Female_____

b. Parents' name_____

Address_____

c. Your occupation_____

Address_____

d. Are you deaf?_____ hard of hearing?_____ hearing?_____

II. Occupational status of son or daughter

a. Is your son or daughter:

working full time_____

working part time_____

going to school_____

looking for work_____

a homemaker not employed outside_____

other (please explain)_____

b. If your child is working, please describe his job:_____

_____

_____

c. Do you feel that this is a good job for your son or daughter?

Yes_____ No_____

d. Why?_____

_____

e. What do you believe would be a good job, given the necessary training, for your son or daughter?_____

_____

f. Why?_____

_____

III. Vocational/Technical Training

a. Prior to attending a technical/vocational program, was his education at the secondary level in: (check more than one if appropriate)

(1) a residential school for the deaf____

(2) a day program for the deaf____

(3) an integrated high school____

b. Please answer the following questions concerning the training your child received in a technical/vocational program for the deaf.

(1) name of school_____

(2) address_____

(3) general course taken_____

(4) length of course_____

(5) dates attended_____

(6) Did he or she graduate? Yes____ No____

(7) What was the total cost to you personally?_____ (books, tuition, board, transportation, etc.)

(8) Did he or she receive any outside financial assistance?

Yes____ Source_____

No____ Amount_____

(9) Did you child encounter difficulties of any kind during his course? Yes____ No____

If "yes," describe_____

_____

IV. Reactions to Vocational/Technical Training

a. Do you favor having post-secondary programs for the hearing impaired within ongoing programs for students with normal hearing?

Yes_____ No_____ Not sure_____

Why?_____

_____

b. How do you feel about your child's vocational/technical training?

(1) Satisfied_____

(2) Dissatisfied_____

(3) Mixed Reactions_____

Why?_____

_____

c. What, if any, do you see to be the good points of your child's vocational/technical training?_____

_____

_____

_____

d. What, if any, do you see to be the bad points?_____

_____

_____

_____

e. How much contact did you have with the program your child attended?

was it adequate?_____ inadequate?_____

Explain_____

_____

V. Other Children (indicate whether hearing, deaf, or hard of hearing).

1. Names	Age	Sex	highest grade completed (note if still in school)
_____	___	___	_____

V. 1. continued

Names	Age	Sex	highest grade completed (note if still in school)
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____

2. Fill in for any hearing son or daughter presently employed.

Name_____ Weekly wages _____

Job Description_____

_____

_____

Name_____ Weekly wages _____

Job Description_____

_____

_____

Name_____ Weekly wages _____

Job Description_____

_____

_____

Signature of person filling in questionnaire_____

(If relationship is not mother, please indicate)_____

QUESTIONNAIRE FOR FATHER

Please follow these guidelines in answering this questionnaire:

Answer all the questions that apply to your son or daughter. You will be unable to answer some if your son or daughter is still in school.

I. General Information

a. Deaf son or daughter's full name _____

Address _____ Age _____

Male_____ Female_____

b. Parents' name _____

Address _____

c. Your occupation _____

Address _____

d. Are you deaf?_____ hard of hearing?_____ hearing?_____

II. Occupational status of son or daughter

a. Is your son or daughter:

working full time_____

working part time_____

going to school_____

looking for work_____

a homemaker not employed outside_____

other (please explain)_____

b. If your child is working, please describe his job:_____

_____

_____

c. Do you feel that this is a good job for your son or daughter?

Yes_____ No_____

d. Why?_____

_____

e. What do you believe would be a good job, given the necessary training, for your son or daughter?_____

_____

f. Why?_____

_____

III. Vocational/Technical Training

a. Prior to attending a technical/vocational program, was his education at the secondary level in: (check more than one if appropriate)

(1) a residential school for the deaf_____

(2) a day program for the deaf_____

(3) an integrated high school_____

b. Please answer the following questions concerning the training your child received in a technical/vocational program for the deaf.

(1) name of school_____

(2) address_____

(3) general course taken_____

(4) length of course_____

(5) dates attended_____

(6) Did he or she graduate? Yes_____ No_____

(7) What was the total cost to you personally?_____
(books, tuition, board, transportation, etc.)

(8) Did he or she receive any outside financial assistance?

Yes_____ Source_____

No_____ Amount_____

(9) Did you child encounter difficulties of any kind during his course? Yes_____ No_____

If "yes," describe_____

_____

IV. Reactions to Vocational/Technical Training

a. Do you favor having post-secondary programs for the hearing impaired within ongoing programs for students with normal hearing?

Yes_____ No_____ Not sure_____

Why?_____

_____

b. How do you feel about your child's vocational/technical training?

(1) Satisfied_____

(2) Dissatisfied_____

(3) Mixed Reactions_____

Why?_____

_____

c. What, if any, do you see to be the good points of your child's vocational/technical training?_____

_____

_____

_____

d. What, if any, do you see to be the bad points?_____

_____

_____

_____

e. How much contact did you have with the program your child attended?

was it adequate?_____ inadequate?_____

Explain_____

_____

V. Other Children (indicate whether hearing, deaf, or hard of hearing).

1. Names	Age	Sex	highest grade completed (note if still in school)
_____	___	___	_____

V. 1. continued

Names	Age	Sex	highest grade completed (note if still in school)
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____

2. Fill in for any hearing son or daughter presently employed.

Name_____ Weekly wages _____

Job Description_____

_____

_____

Name_____ Weekly wages _____

Job Description_____

_____

_____

Name_____ Weekly wages _____

Job Description_____

_____

_____

Signature of person filling in questionnaire_____

(If relationship is not mother, please indicate)_____

Return to: Minnesota Research, Development
and Demonstration Center in Education
of Handicapped Children
Pattee Hall
University of Minnesota
Minneapolis, Minnesota 55455

Dear Parents:

Enclosed in this packet you will find questionnaires concerning your attitudes toward the training your child received in a post-secondary program for the hearing-impaired. The Minnesota Center has a grant from the Bureau of the Education of the Handicapped (BEH) to evaluate three programs: Delgado College, New Orleans; Seattle Community College, Washington; and St. Paul Technical-Vocational Institute. Our records indicate that your child has attended one of these programs. Your answers on the enclosed questionnaires would be of valuable assistance to us in attempting to determine to what extent these programs are succeeding. Please complete these questionnaires to the best of your ability and please be honest in your answers. The participating schools would like to know what aspects of their programs parents do and don't like in order to make changes. [ALL INFORMATION WILL BE HELD CONFIDENTIAL.]

Thank you for your time and effort.

Sincerely,

Steve Fisher

Steve Fisher
Research Fellow

Mary Jane Harlow

Mary Jane Harlow
Research Fellow

TECHNICAL REPORTS

University of Minnesota Research, Development and Demonstration
Center in Education of Handicapped Children

(Place of publication shown in parentheses where applicable)

1. D. Moores, S. Fisher & M. Harlow. Post-secondary programs for the deaf: VI. Summary and Guidelines. Research Report #80. December 1974.

2. M. Harlow, S. Fisher & D. Moores. Post-secondary programs for the deaf: V. Follow-Up Data Analysis. Research Report #79. December 1974.

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